CHAPTER II
THEORETICAL REVIEW

A. Vocabulary

1. Definition of Vocabulary

In learning English, there are language elements that English learners must master namely pronunciation, grammar, spelling and vocabulary. The latter is regarded as the most crucial one. Vocabulary refers to list or set of words which individual speakers of language might use, since vocabulary is a list, people may think that the only system involved is that of alphabetical order (Hatch et all, 1995: 368). Without vocabulary, English learners are unable to develop the other language elements either pronunciation, grammar or spelling. Vocabulary can also be defined as the words which are taught in foreign language (Ur, 1991: 60).

Based on the definitions mentioned previously, it can be concluded that vocabulary is all the words in language that seems to be the basic elements of English learning. Therefore, it is the most crucial one in learning English.

2. The importance of Learning Vocabulary

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of
vocabulary acquisition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” p. 55) Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

3. Aspect in Learning Vocabulary

The concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of and focus on are form, meaning, and use. According to Nation (2001), the form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix). An example for word parts can been seen with the word uncommunicative, where the prefix un- means negative or opposite, communicate is the root word, and -ive is a suffix denoting that someone or something is able to do something. Here, they all go together to refer to someone or something that is not able to communicate, hence uncommunicative.
4. The kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009). Example: students read while understanding the vocabulary, students write sentences in English.

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners
can produce the words to express their thoughts to others (Stuart Webb, 2005). Example: students talking with the correct pronunciation.

5. Step in Vocabulary Learning

Learning something needs a procedure or step. so does learning vocabulary. There is very clear model in which the strategies to learn vocabulary fall into five essential steps (Hatch and Brown, 1995:373).

Those are explained as follows:

a. Encountering new words

The first essential step for vocabulary learning is encountering new words. The learners strategies here included “learning new words by reading books”, “listening to the radio and watching TV” and “reading newspaper and magazines”.

b. Getting the word form

The second step in vocabulary learning appears to be the getting of a clear image-visual or auditory or both. The importance of this is that the learners will not get confused in retrieving words. Therefore, there will be no mistakes whenever the learners are asked to write or to say some words that they already know.

c. Getting the word meaning

The third essential step in vocabulary learning is to get the idea of word meaning. This step includes asking the native English speaker what words mean or looking up the words in the dictionary such as
oxford or Cambridge dictionary. This may be a follow up action after guessing meaning from context. However, it is not only the general meaning that the learners must know but also another specific meaning because the specificity of the meaning may vary.

d. Consolidating word form and meaning in memory

The forth necessary step revealed by Brown is the consolidation of form and meaning in memory. Many kinds of Vocabulary learning drills such as flashcard, matching exercise, crossword puzzle, etc., strengthen the form-meaning connection.

e. Using the word

The final step in learning word is using the word itself. Some would argue this last step is not necessary if what is desired is only a receptive knowledge of the word. However, the use of word is essential to make it active, not passive.

6. Evaluation of Vocabulary learning

Educators may feel overwhelmed by measuring how learners create personal meaning and demonstrate understanding of the consensually validated knowledge they will need to practice competently in their field of health. Measuring the efficacy of our own teaching in relation to preparing learners to practice safely, ethically, and in accordance with entry to practice competencies is not straightforward either. However, whether we are seeking to appraise student learning or our own teaching, knowing the criteria for expected outcomes will help us
understand what is being measured. Measurement, assessment, evaluation, feedback and grading are terms used in appraising student learning and our own teaching.

7. **Problem of learning Vocabulary**

The core failure of mastering vocabulary is mainly determined by the limited stock of words, which will build up the meaning of spoken and written form. According to Lado cited in Mardianawati (2012:11) those problem of learning vocabulary are as follows:

a. **Pronunciation problem**

The aspect which cause pronunciation problems are; similar sound in two words which have different variants, sequences of sound in one word, and classification of sound.

b. **Spelling Problem**

The spelling problems are as follows:

1) Minsunderstanding between speaker and hearer. For example: if the teacher say “she”, then the students write “see”.

2) The students do not know spelling of words.

For example: the students do not know how to spell the word correctly like “blackboard”. The students tend to write or say “blekbor” in spelling its word.

c. **Memorizing problem**

There are some memorizing problems namely:

1) The students have low motivation in learning vocabulary.
2) The students are reluctant to memorize.

3) The students do not always use the words they had known to communicate in daily activities.

d. Meaning problem

It is reasonable that Indonesia learners are difficult in understanding the meaning of English words. Moreover the meaning of English word not only has one meaning but also has more than one meaning.

In short, teaching vocabulary needs media or technique to make students mastering vocabulary in written or spoken form.

e. Words forms

Historically, a word entered the English language, or was borrowed, primarily as one form - a noun, a verb or an adjective. In time, additional form we added to the original word so that it could function in other ways. The table below includes words and their approximate entry dates as well as additional word forms and their appearance dates.

1) What is a noun

A noun is a word that names a person, animal, place, thing, or idea.

All nouns can be further classified as proper or common. Common nouns are words used to name general items rather than specific ones. For example Go into your living room. What do you see? Lamp, chair, couch, TV, window, painting, pillow, candle – all of these items are named using common nouns.
Common nouns are everywhere, and you use them all the time, even if you don’t realize it. Wherever you go, you’ll find at least one common noun. Street, closet, bathroom, school, mall, gas station; all of these places are named using common nouns.

People in general are named using common nouns, though their official titles or given names are proper nouns. When we refer to people using common nouns, we use words like teacher, clerk, police officer, preacher, delivery driver, boyfriend, girlfriend, grandma, cousin, and barista.

The takeaway is this: common nouns are general names and unless they are part of a title like postmaster general or begin a sentence, they’re not usually capitalized.

2) Word Common Noun Examples

The following common noun examples will help you to recognize common nouns. In the sentences that follow, common noun examples are italicized. Notice that the examples providing proper nouns name specific versions of the same type of person, animal, place, thing, or idea.

f. What is verb

A verb is one of the main parts of a sentence or question in English. In fact, you can’t have a sentence or a question without a verb! That’s how important these “action” parts of speech are.
The verb signals an action, an occurrence, or a state of being. Whether mental, physical, or mechanical, verbs always express activity.

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g. What is adjectives

The simplest definition of an adjective is that it is a word that describes or clarifies a noun. Adjectives describe nouns by giving some information about an object’s size, shape, age, color, origin or material.

h. What is adverbs

An adverb is a word that modifies anything other than a noun, usually a verb. If you listen patiently to my grammar lesson, you will learn that patiently is an adverb in this sentence.

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