

CHAPTER II

TEORITICAL REVIEW

A. Vocabulary

Vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing. Without a shred of doubt, the writer said that the acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred for a better life. Indisputably the chances for progress or success in any kind of fields, like computers, technology, economy, politics, tourism, and educational increase with the size and applications of vocabulary.

Vocabulary plays important roles in mastering English. Rivers in Nunan (1992: 17) stated that vocabulary is essential for successful study on the second language. Wilkins in Thornbury (2002: 13) summed up that without vocabulary nothing can be conveyed. Vocabulary refers to all words in the whole language used in a particular variety. According to Kridalaksana, vocabulary is a component of a language that maintains all of information about meaning and using word in a language.

Vocabulary is component of the learning of languages. Vocabulary retains an important position in the linguistic systems as the basis of any language. Wilkins points out: "It is possible to transmit very little without grammar; nothing can be transferred without vocabulary" (Wilkins, 1972).

According to ((Liu, 2018) Vocabulary Learning refers to the knowledge of words and word meanings. It is suggested that “teaching vocabulary will not guarantee success in reading, just as learning to read words will not guarantee success in reading. However, lacking either adequate word identification skills or adequate vocabulary will ensure failure” (Biemiller, 2005). According to National Reading Panel’s synthesis of vocabulary research, vocabulary instructions were suggested to:

- a. be direct for a specific text (Nagy & Judith, 2000).
- b. increase the exposures to vocabulary items repeatedly (Stahl, 2005).
- c. cover vocabulary words that the learners will find useful in many contexts.
- d. restructure vocabulary tasks as necessary.
- e. entails active engagement which goes beyond definitional knowledge so that vocabulary learning is effective.
- f. use computer technology effectively to help teach vocabulary.
- g. cover multiple vocabulary instruction methods, which may result in optimal learning (NICHD, 2000).

Vocabulary teaching methods have altered over time as part of linguistic learning. Vocabulary teaching has its own features in each era.

1. Some traditional methods of vocabulary teaching

At the end of the 18th century, the technique of grammar translation was first brought to modern languages in public schools in Prussia. From 1840 to 1940, this technique prevailed in Europe, which for a long moment was the primary technique of learning foreign language. Its main features of

vocabulary learning include text-based selection of vocabulary, bilingual explanation of vocabulary items, etc. (C.Richards, 2000) Students are motivated to use bilingual language in a classroom that is guided by this technique. A common consequence of this method is that for communication purposes, students cannot use the words separately. Grammar translation method was gradually substituted with the growth of other techniques and approaches.

The direct method was the best known of several "natural" techniques that were launched in the late 19th century. Its name was derived from the priority of directly related significance to the target language without the translation phase. The main features of this method's vocabulary teaching include the exclusive use of the target language in the classroom, the teaching of everyday vocabulary through demonstration and abstract association of ideas, and pronunciation stress. (C.Richards, 2000)

The direct method begun in the 19th century is a result of the learning motion of foreign language in Western Europe. It can efficiently enhance the English listening and talking capacity of the learners. But its primary drawback in explaining some complicated and abstract ideas is its inefficiency.

The communicative approach emphasizes that communication skills are the objective of language learning. (Brown, 1994) below are some guidelines for the communicative treatment of vocabulary instruction;

1. allocate specific class time to vocabulary learning.

2. Help students to learn vocabulary in context.
3. Playdown the role of bilingual dictionaries.
4. Encourage students to develop strategies for determining the meaning of words.

Instead of learning the vocabulary, students are provided duties to perform using vocabulary. Its primary feature is that we have to pay attention to the significance of vocabulary, and to interact we have to master the vocabulary. The teaching in the classroom is student-centered education in which educators perform the role of facilitator, assistant, and advisor. The communication technique was quickly implemented to the traditional courses and since its appearance has been extensively extended. The communication strategy stresses however that vocabulary is fluent but the precise vocabulary is neglected. Vocabulary education did not get enough attention during the era of communication.

2. The Importance of Vocabulary

Teaching Learning vocabulary is very important since is a vital and an important thing in communication. Brown (1944) said:

“... words are basic building blocks of language, in fact, survival level of communication can take place during quite intelligibly when people simple string words together-without any grammatical rules applying at all. So, if we're interested in being communicative words are the first order of business.”

From the statement above we can conclude that knowing a language may mean knowing its vocabulary. As stated Krashen, (1998:155): “A vocabulary is a basic need in communication. Knowing a language may mean knowing its vocabulary.”

In language learning, vocabulary is an essential component because it links the four skills of speaking, listening, reading, and writing altogether. Wallace (1984:9) stated that, “Learning a foreign language is a basically a matter of learning the vocabulary of that language. However, to say that one speaks English often refers to how good he carries on a conversation. To be able to participate in the conversation one should, at least, understand the key words (vocabularies) used in it.”

Vocabulary leads to a fluent speaking skill. In line with that, Cameron (2001) added that, “Foundation to learn foreign language is by building up a useful vocabulary.” Therefore, it can be concluded that if someone wants to be able to speak fluently, she/he needs to be familiar with the word used in a language and that is connected to his/her life. In line with this, Cameron (2001) said that, “Difficulties in learning vocabulary may result from that vocabulary is not sufficiently connected to students’ real lives.” (Cameron, 2001:74) also added “Vocabulary development is a continuous process, not just adding new words but also building up knowledge about words already known partially.”

Moreover, building vocabulary knowledge can support learners’ language learning process as a basic foundation in mastering the four

language skills. Encouraging memorization technique may usually make the students bored, that is why teachers need to find the appropriate activity in order to motivate the students to join but before that she/he may also understand the principles that lie behind teaching vocabulary, especially for young learners

B. Writing

Trends in teaching of writing in ESL and other foreign language have, no surprisingly, coincided with those of teaching of other skills, especially listening and speaking. Communicative language teaching gathered momentum in the 1980s, teachers learned more and more about how to teach fluently, not just accuracy, how to use authentic text and contexts in the classroom, how to focus on the purposes of linguistic communication, and how to capitalized on learners' intrinsic motives to learn. Those same trends and the principles that undergirded them also applied to advances in the teaching of writing in second language contexts. (Brown, 1994)

Many EFL learners are less skilled in writing than other language abilities by identifying themselves as writing as being harder to hear and read than to do so (Sams, 2012). This is somehow correct, as though in writing is integrated and expertise to generate a distinctive significance (Jones, 2010). It is therefore not surprising to hear that learners starting and advanced are having problems with their duties of writing.

Three issues that will be highlighted for consideration to prepare teaching writing skills. (Brown, 1994)

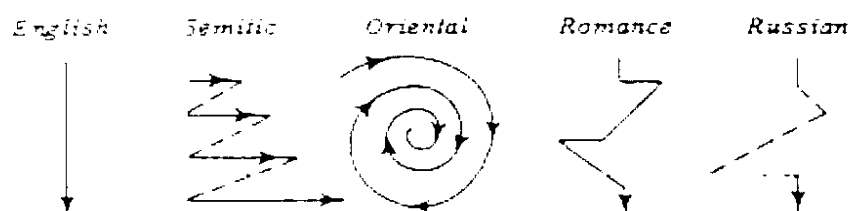
1. Process vs, Product

Approach to writing instruction;

- a. Focus on the process of writing that leads to the final written product.
- b. Help students' writers to understand their own composing process.
- c. Help them to build repertoires of strategies for prewriting, drafting, and rewriting;
- d. Give students time to write and rewrite;
- e. Place central importance on the process of revision;
- f. Let students discover what they want to say as they write;
- g. Give students feedback throughout the composing process (not just on the final product) to consider as they attempt to bring their expression closer and closer to intention;
- h. Encourage feedback both from the instructor and peers; Include individual conferences between teacher and student during the process of composition.

2. Contrastive rhetoric

Pattern of written discourse (Kaplan 1966:14)



The point of his findings about how we write was, of course, that English learners take with them some predisposition about how to organize their writing, which comes from their native language. If English authors get "straight" to the point, and Chinese authors "spiral" around the point, then a Chinese speaker learning English will find it hard to learn to write English discourse.

3. Authenticity

In school, writing is a way for life. Academic writing ranges from short phrases (as in fill-in-the-blank test), to brief paragraphs (as in "essay question" exercises and tests), to brief reports of many different kinds, to a full-length research paper. In vocational- technical English (where students are studying English in connection with a trade or occupation), students need to fill out forms, write simple message, write certain conventional report (for example, a bid on a contract, an inspection report), and at the most "creative" end of the continuum, write a business letter. In adult education and survival English classes, filling out simple forms and questionnaires may be as sophisticated as students' needs get. This EAP (English for academic writing) as the major consumer of writing techniques, especially writing techniques that concern themselves with process, development of ideas, argument, logic, cause and effect, etc. (Brown, 1994), Characteristics of written language.

Some characteristics of written language, from the perspective of a riders, were set forth.

1. Permanence

2. Production time
3. Distance
4. Orthography
5. Complexity
6. Vocabulary
7. formality

Types of classroom writing performance

1. imitative, or, writing down
2. intensive or controlled
3. self-writing.
4. Display writing
5. Real writing

C. Flipped Learning

The flipped classroom

A “flipped” classroom is Reading and watching internet videos and other materials prepared by their teacher when the homework of a student class room is "flipped." Class time is used to discuss ideas, work on teaching gaps to clear misunderstandings, and work more intensively with learners in need of further education or help. When the teacher is accessible to answer questions, provide clarification and help to learners, laboratories and other teaching apps happen during the classroom.

Two American educators, John Bergmann and Aaron Sams, were the pioneers of flipped classrooms as a revolution of learning techniques. They combined PPT videos in real time and demonstrated them and put them on the Internet that has attracted public attention. Since then, in all American universities and colleges, the sleek classroom model has been widely popularized. In 2011 news articles on flipped classroom released in the New York Times and Global Times called it a major reform of classroom designs.

(Hongwei Zhang, 2016)The flipped classroom model is becoming more and more popular since Eric Mazur has developed his instructional strategy Peer Instruction in the 1990s. One of the eminent features of the flipped classroom is that it reconstructs the teaching process and uses teaching videos, and or other forms of material to teach the basic knowledge before classroom instruction instead of merely in-class teaching, therefore it contributes to time-saving for in-class group discussion, individual tutoring, etc. Vocabulary teaching in the flipped classroom can also provide the students with all kinds of activities to internalize the knowledge in class, which may help arouse students' learning interest, and at the same time, the learning outcome.

The Flipped Learning Model as a growing trend in education rests on changing the roles of both teachers and students by inviting students to attempt to pre-learn a topic prior to the in-class instruction. The idea behind flipped learning is to fill the freed class time with more interactive and collaborative learning activities. According to (D.Berrett, 2012) it is “rapidly expanding to mean any approach that requires students to prepare outside of class for active participation

in class” (D.Berrett, 2012). This of course requires instructors to design more learning and teaching materials and students to work on more activities and show more efforts and involvement.

What is "flipped" in the classroom. Basically, this is the notion of a flipped class: what is traditionally done in the classroom is now performed at home, and what is traditionally done as homework is now finished in the classroom.

What does a weekly flipped classroom feel like? Essentially, we start each class with a few minutes of video discussion from the night before. One of the drawbacks to the flipped model is that if they learned the topic live, learners are unable to ask immediate questions that come to their mind as they could. To tackle this problem, we spend a significant quantity of time training the learners to view our videos efficiently at the start of the year.

While watching the video, we promote them to switch off iPods, phones, and other distractions. We then teach them that their teacher is now able to "pause" and "rewind." We promote them to use the pause button liberally so that important points of the lecture can be written down. We also instruct them to take notes in the Cornell note-taking technique, record any concerns they have, and summarize their teaching. Students who embrace this model of taking note typically come to school with suitable issues that assist us solve their misunderstandings. These issues are also used to assess the efficacy of our videos. If each student has a comparable query, we have obviously not properly

taught that subject, and we make a note for remaking or correcting that specific video.

After answering the original questions, the assignment for the day is provided to the learners. It could be a laboratory, investigation activity, a problem-solving activity directed, or a test. Because we are on a 95-minute block schedule, learners in any specified class period generally do more than one of these operations.

As we always have under the traditional model, we continue to grade tasks, laboratories and tests. But the teacher's role in the classroom has altered dramatically. We are no longer the data presenters; rather, we assume more of a tutorial role. Shari Kendrick, a teacher in San Antonio who adopted our model, probably identified the change the teacher experienced best: "I don't have to go to college and practice five times a day. Instead, I spend my days interacting with and assisting my learners. "One enormous advantage of flipping is that most assistance is given to the learners who struggle. We spend our time wandering around the room assisting learners with stuck ideas.

In the traditional model, students would usually come into class confused about some of the homework problems from the previous night. Generally, we would spend the first 25 minutes doing a warm-up activity and going over those problems they didn't understand. We would then present new content for 30 to 45 minutes and spend the remainder of the class with independent practice or a lab.

In the flipped model, the time is completely restructured. Students still need to ask questions about the content that has been delivered via video, so we generally answer these questions during the first few minutes of class. This allows us to clear up misconceptions before they are practiced and applied incorrectly. The remainder of the time is used for more extensive hands-on activities and/or directed problem-solving time (Sams, 2012).

Comparison of Class Time in Traditional versus Flipped Classrooms

(Sams, 2012)

Traditional Classroom		Flipped Classroom	
Activity	Time	Activity	Time
Warm-up activity	5 min.	Warm-up activity	5 min.
Go over previous night's Homework	20 min.	Q&A time on video	10 min
Lecture new content	30–45 min.	Guided and independent practice and/or lab activity	75 min
Guided and independent practice and/or lab activity.	20–35 min.		

The benefits of flipped classroom (Sams, 2012)

1. Flipping speaks the language of today's students
2. Flipping helps busy students
3. Flipping helps students of all abilities to excel
4. Flipping allows students to pause and rewind their teacher
5. Flipping increases student-teacher interaction
6. Flipping allows teachers to know their students better
7. Flipping increases student-student interaction
8. Flipping allows for real differentiation
9. Flipping changes classroom management
10. Flipping changes, the way we talk to parents
11. Flipping educates parents
12. Flipping makes your class transparent
13. Flipping is a great technique for absent teachers
14. Flipping can lead to the flipped-mastery program

Bad Reasons for Flipping Your Classroom (Sams, 2012)

1. Because some guys who got a book published told you to.
We're flattered that you are interested in what we have to say, but do not adopt any teaching strategy without thinking it through first.
2. Because you think it will create a 21st-century classroom.
Pedagogy should always drive technology, never the other way around.
3. Because you think you will become cutting edge.
Flipping does not necessarily use the latest technology.

4. Because you think flipping your classroom exempts you from being a good teacher. Teaching is much more than good content delivery.
5. Because you think it will make your job easier.
Flipping will not make your job any easier.

D. Hypothesis of the research

Based on the theoretical framework above, researcher take the hypothesis as follows;

- H0 : flipped classroom teaching model is not effective to improve student's vocabulary competence in SMK Muhammadiyah Bumiayu.
- H1 : flipped classroom teaching model is effective to improve students vocabulary competence in SMK Muhammadiyah Bumiayu.
- H0 : flipped classroom teaching model is not effective to improve students writing competence in SMK Muhammadiyah Bumiayu.
- H1 : flipped classroom teaching model is effective to improve students' writing competence in SMK Muhammadiyah Bumiayu.
- H0 : There is no increase in student vocabulary between pre-test and post-test in flipped classroom.
- H1 : There is an increase in student vocabulary between pre-test and post-test in flipped classroom.
- H0 : There is no improvement in students' writing skills between pre-test and post-test in flipped classroom.

HI : There is an increase in students' writing skills between pre-test and post-test in flipped classroom.

To test the hypothesis above the researcher, use statistic to know the effectiveness of flipped teaching model to improve student's vocabulary and writing competence.

