

## CHAPTER II

### THEORITICAL REVIEW

#### A. Vocabulary

##### 1. Definition of Vocabulary

Vocabulary knowledge is often viewed as a critical equipment for second language because a limited vocabulary in learning English in a second language can impact in their successful communication. Underlining the importance of vocabulary acquisition, Schmitt (2002) as cited in Mofareh (2015) says that “lexical knowledge is the central to communicative competence and to the acquisition of a second language learners.” Vocabulary is considered a very important aspect of second language learning. Alhaysony 2012 added that vocabulary plays a vital role in second language learning.

Vocabulary can be defined as “words we must know to communicate effectively: word in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (Neuman&Dwyer, 2009). Hornby (1995) as cited in Mofareh (2015) states “vocabulary is a list of words with their meanings”. Ur (1998) define: “vocabulary as the words we teach in foreign language. However, a new item of vocabulary may be more than just a single word: for example: post office, father-in-law, which are consist of two or three words but express a single idea. from the definitions above, it can be conclude vocabulary is knowledge of

words and word meanings and vocabulary is one of the language components that have to be mastered the learners in learning foreign language. Vocabulary is a list of word including their meanings and it is used to express our ideas and feeling by communicating it in a language.

## 2. Aspects of Vocabulary

Aspects of vocabulary that should be focused to be taught are spelling, meaning and word use. The reason for choosing those aspects is it is expected to be suitable enough for STAD method that was be implemented in the class.

To make the discussion more clear, according to Harmer as cited in Mofareh (2015) can be added. There are some aspects that have to be discussed in vocabulary, namely: spelling, pronunciation, meaning, and word meaning.

### a. Spelling

Spelling is the writing of a word or words with the necessary letters and can be accepted standard order and an arrangement of letter that form a word or part of a word; the process of forming words by putting letters together. There are some important points that should be considered when teaching vocabulary that is form (spelling and pronunciation). The learners have to know whar a word looks like (its spelling) and what its sound is like (its pronunciation)

## b. Pronunciation

According to Suwartono as cited in Mofareh (2015) said that pronunciation is central roles in spoken communication. Pronunciation is a main component language of speech which combine together. Pronunciation is also related with phonetic transcription. The phonetic transcription represents speech sound consistently, it can be used as reliable guide to have control of the spoken language. The main components of pronunciation are sound, syllables, and words.

### 1. Sounds

The sounds divided into 2, the vowels and consonant, it will go together to make a words. The consonant such as /b/ and /v/ are separate in english because if they are in interchanged, they will make new words; for example, in ban and van. the vowels such as /u/ (as in word good) and /ε/ (as in word sell) are separate. It is important to remember that there is a difference between consonant and vowels letters and consonant and vowels sound.

### 2. Syllables

Consonant and vowel sounds combine into syllables. It can help to think of the structure of English syllable as:

[Consonant (s)] + Vowel + [consonant (s)]

This means that various combinations of consonants and vowels are possible:

- Vowel only (e.g in i)

- Consonant + vowel (e.g in do)
- Vowel + consonant (e.g on)
- Consonant + vowel + consonant (e.g in pig)

### 3. Words

A word can be constructed by one syllable (e.g bag, hat) or a sequence of two or more syllables (e.g laptop, pillow) and foundation as three syllables. When a word has more than one syllable, one of these syllables is stressed in relation to other syllables in the word, while other syllables are said to be unstressed. For example, in “pillow” the first syllable is stressed.

#### c. Meaning

A word may have more than one meaning if they used in different context. A word meaning can also be defined by its relationship to other words. Word meaning can be divided into several forms namely:

##### 1. Synonym

The term synonym derives from Greek: syn- + -nymy. The two part has meaning “same” and “name”. Synonym deals with sameness of meaning, more than one word having same of meaning.

## 2. Antonym

Antonym is the opposite of meaning. It word comes from Greek, ant- + -nymy, the two parts has meaning “opposite” and “name”. Antonym deals with oppositeness of meaning.

## 3. The Importances of Learning Vocabulary

Introducing new vocabulary to children is very important to make connection with children previous knowledge. The relation between new vocabulary to previous vocabulary affect their level of comprehension. However, lack of vocabulary will make many problem. It makes students difficult to get the meaning of the word in learning process and they can not express and share their ideas well. Vocabulary is main point to master English.

## 4. The Teaching of Vocabulary

Vocabulary is needed to communicate with others. If they do not know the meaning from the words the the speaker said, the conversation will end. It means people should know vocabulary well to make the conversation easily to understand, and if someone wants to ask or share their ideas, they will need vocabulary to say their meaning. The learning vocabulary is important for developing competence in a second foreign language. According to Walters as cited by Mofareh (2015) said it is impossible when learn a language

without using words, even the communication between people using words. Between teacher and students agree that the main factor in teaching a language is vocabulary.

Teaching vocabulary is one of the most topic that will discussed in teaching as second foreign language. When teaching and learning progresses, problems will arise for teachers. The teacher will have problems about how to teach students to get satisfactory results. The teacher should prepare the material well and find the appropriate technique for students, which will implemented in the classroom, and a good teacher will find up to date technique to raise students interest in learning, teacher should mastered the material to make student understand the material that given by teacher.

## **B. Student Teams Achievement Divisions (STAD)**

### **1. Definition of Student Teams Achievement Divisions**

Student Teams Achievement Divisions (STAD) is a structured learning strategy that was developed by Slavin (1995) at John Hopkins University (as stated in VanWyk, 2012). Students are assigned to make small groups and they will cooperate with their friends to achieve a common academic goal. According to Slavin 1995, there are five steps of STAD. First, make heterogeneous groups taken from students' academic achievement. Second, the teacher gives the instruction to students'. Third,

learners helps each other understanding the material are given by teacher. Fourth, students take individual quizzes and are not allowed to help each others. Fifth, high scoring teams are rewarded such as award.

According to Rai (2007) as cited by Surya (2012), Student Teams Achievement Divisions (STAD) is one of strategy from many strategies in cooperative learning, it can helps collaboration and self-regulating learning skills to students. The reason for choosing STAD as the method is good to make an interaction between students, improve students' positive attitude, be better in self-esteem, and improve students' interpersonal skills.

## **2. Step and Concept of Student Teams Achievement Divisions**

According to Surya (2012) in STAD, there are some steps that should be followed:

### **a. Class Presentation**

The teacher present the material first in front of class focussed on the material that will be discussed. After that, students are asked to make small groups to work together and doing an assignment from teacher.

### **b. The Groups**

Students will divided into some groups consist of heterogeneous students. Teacher will divided student from the students' score. The function of making groups is to encourage cooperative of students in

the teams understanding the material and completing the assignment that given by teacher.

c. Quizzes

After student grouping to do an assignment, quiz was held and it meant to identify the students' ability to measure students understanding the materials has been studied. In quiz, the student was work individually and not allowed to work with their friends. This meant to motivate students build their responsibility by themself

d. Individual Improvement Scores

It has the purpose to give the goals for students that can be achieved if they study hard and show good results than previous results. Teachers will assess the results of student cooperation work performed in the following order: score early, score tests, and score of the group increased.

e. Award Group

According to Slavin (2007) as cited by Surya (2012) this award is given to groups as a gift to appreciate the efforts that have been made by student during the study

According to Slavin (1995) as cited by Surya (2012), there are three main concept of characterize learning, namely:

1. Group Award

Group award are obtained if the group can achieve score above the specified criteria

## 2. Individual Responsibility

Individual responsibility is focused on the activities of each member to understand the material

## 3. Equal opportunity to succeed

Every student who gets low or high score have an opportunity to succeed and do the best for the group.

## 3. Advantages and Disadvantages of Student Teams Achievement

### Divisions

Every learning method has advantages and disadvantages, and STAD also has several advantages and disadvantages. According to Slavin (1995) as cited by Surya (2012), there are several advantages of STAD, such as:

- a. Students can work together in groups to achieve its objectives and maintain the norms in group work.
- b. Assist and motivate the students to succeed shared passion actively.
- c. Active role as a peer tutor to further enhance the success of the group.
- d. Interactions between students can improve their ideas to argue with others.

STAD also has disadvantages, according to DESS (1991:411) as cited by Surya (2012), there are several disadvantages of STAD, such as:

- a. It is spend a longer time for the student and it affects the difficulty of achieving the target curriculum.
- b. It is spend a longer time for the teacher, so the teacher generally do not want to use this cooperative learning.
- c. It is need special skill from the teacher, and not all teacher can do cooperative learning.
- d. It is need specific nature from the students, like the nature of love is to work together

### C. Hypothesis

Based on the explanation above, the writer has hypothesis that teaching using Student Teams Achievement Divisions is effective.

$H_0$ : there is no significant difference in vocalabury achievement between the mean scores of the cooperative learning group and that of the traditional learning group on the post-test.

$H_1$ : there is significant difference in vocalabury achievement between the mean scores of the cooperative learning group and that of the traditional learning group on the post-test.

The requirement of Hypothesis :

If  $T\text{-test} > T\text{-table}$ , then  $H_0$  is rejected and  $H_A$  accepted, it means there is a significant influence between each independent variable and dependent variable.

If  $T\text{-test} < T\text{-table}$ , then  $H_0$  is accepted and  $H_A$  is rejected, it means there is no significant influence between each independent variable and dependent variable.

