

CHAPTER II

THEORETICAL REVIEW

A. Vocabulary

1. Definition of vocabulary

Hornby has pointed out that vocabulary is the total number of word that makes up a language Hornby (1974, p. 959). Vocabulary contains words or expresses one thought opinion and idea. People will not be able to communicate without vocabulary. Thus, it can say that there is no language without vocabulary.

Furthermore, shepherd states that vocabulary is one of the most significant aspects of language development shepherd (1973, p.39). It means that vocabulary is the one that must be consider in language development. According to Dupuis and Eunice (1982, p.159) “vocabulary is words or phrases, which care the part of the material to be learn and which are necessary to students to use in talking and writing”. Here vocabulary was regard as a list of a word or phrases arranged in alphabetical order and briefly explained that associate meaning with particular combination letter in forming a word.

William (1970, p.17) A word of vocabulary in any letter or sequence of letter that conveys in meaning in the language in uses. It means that vacabulary is the fundamental of language. More over as cited in Sri Wilujeng (p.14), a word of vocabulary is meaning associated with a spelling and printes from. A word considered readable if it is printed, from

is recognized, and it is meaning understood. The main point of the definition is in the meaning since we cannot understand a text if we do not know anything about the meaning.

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 Vocabulary

For many years vocabulary has been undervalued in the field of second language teaching and learning, but the last decades have seen a change of attitude towards vocabulary. Laufer (1997.p.147) says: “Vocabulary is no longer a victim of discrimination in second language learning research, or in language teaching. After decades of neglect lexis is now recognized as central to any language acquisition process, native or no native. What many language teachers might intuitively know for a long time, that a solid vocabulary is necessary in every stage of language learning, is now being openly stated by some language researchers”.

Jordens et al. (1996, p.359) believe that vocabulary is more important than grammar because people generally use vocabulary and reduce grammar particularly when getting a message across quickly and precisely and is of the utmost importance; like telegrams, panic situations or times when emotions are very high. Moreover, the number of ungrammatical sentences people speak and write is enormous, unless they

need to convey complex messages precisely. It is clear that vocabulary has been recognized as a key area of language knowledge. Hatch (1978) believes that the foreign language learner needs for lexical elements in early stage as well as in later stage of the learning process, is offer far greater than the need for grammatical rules, this why travelers take dictionaries not grammar books when going abroad. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand or express their own ideas Wilkins (1972, p.111) states: while without grammar very little can be conveyed without vocabulary nothing can be conveyed.

It can conclude that vocabulary is an important in English. Because by having many vocabularies in our mind, our mind will be a good and we can communicate fluency in our society.

3. Steps 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 learner's 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 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 fourth 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.

4. The Types of Vocabulary

According to Haycraft and brown there are two types of vocabulary

- a. Receptive vocabularies means words that student recognizes and understand when they occur in a context but which he cannot produce correctly. While productive vocabulary means word that the students understand, can pronounce correctly and use constructively in writing and speaking.

Lado (Ibid, p.120) states that word of language divided into two groups. There are function words and content words. Content words called as lexical word. Function words introduced in connection with the grammar patterns with which they are associated. Function words consist of preposition, (at, on, in, under, between, among), auxiliaries, determined, coordinators, etc. whereas lexical word or content word selected to operate, the patterns would introduce in conjunction with the grammatical pattern for which they have selected.

- b. Content word or lexical word. They are word which are the meaning recorded in dictionaries and stated by means of definition, synonyms, antonyms, and contextual explanation. These kinds of words are nouns (woman, room, key, etc.) and adverb (play, read, write, etc.), adjective (narrow, ugly, beautiful, big, fat, etc.) and adverb (slowly, carelessly, happily, etc.). Vocabulary can be divided into two part based on the

process of getting language. They are receptive vocabulary and expressive vocabulary. Receptive vocabulary is vocabulary that one is acquires in learning language. For instance, when you read a book, perhaps you will find some new words and you are able to learn more about those words. Meanwhile, expressive vocabulary is vocabulary that can use express your ideas, feeling or your arguments both in oral and written forms.

Sidney Greebaum in Indrayanti (2009, p.12) mentioned, there were some words classifications based on their functions in the sentence. Here they are:

- a) a noun is a word used to name of person, place and thing or idea
- b) a pronoun is a word used in place of noun or more nouns.
- c) an adjective is a word used to modify a noun or pronoun.
- d) a verb is a word that expresses action.
- e) an adverb is a word used to modify a verb, an adjective or other adverb.
- f) a preposition is a word used to show the relation of a noun or pronoun to some other words in the sentence.
- g) a conjunction is a word that joins the words of the groups.
- h) an interjection is a word that expresses emotion and it had no grammatical relation to other words in the sentence.

5. Vocabulary Learning

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important for us because we are able to speak, write, read or listen in English; definitely if we want learning English fluently we should learning vocabulary first. Then we have to master vocabulary more and more. If we lack of vocabulary, it offer bring many trouble. Such as when we are speaking or writing in English we do not know what we will say or in writing we difficult to write in English because the lack of vocabulary. And in reading texts we often find a new word and we do not know the meaning. Because we have limited vocabulary and we are not only be able to read but we also must understand the meaning and also interpret the form itself. And then, when we are listening, we will find the difficulties because do not know the meaning. Therefore, we have to be able to learn vocabulary and increase our vocabulary so that we will not face a lot of problem for us (as English learners)

6. Levels of Vocabulary

There are three levels of vocabulary according to Stainback, as cited in Nugroho.

- a. Elementary vocabulary is words that are easy to learn. It usually consists of simple word like person, animals or things in the classroom. In this way number of sense are involved. It is very important to get success in language learning as they can improve

students' memorization of vocabulary being taught. Repeating the words after teacher mentioned them involved the sense of hearing. When students mentioned them are able to touch the things together, it is involved sense of touch. Moreover, these ways are effective to attract students' attention

b. Intermediate vocabulary is vocabulary of normal difficulty. It is best to teach intermediate vocabulary in contextual areas such as food, clothing, work, the human body, education and government. Because of the differences with the first language, some words and sets of words are especially difficult to teach and learn. Dictionary in this case is very useful to get meaning and explanation.

c. Advance vocabulary in this level, the students will learn new vocabularies that are more difficult than before. At the advanced level of language teaching, one devotes considerable time and effort to expand the vocabulary of the students. However, context is still need to get meaning. In this case, English dictionary becomes very important. In the dictionary, words are explained in context and it explains how to use the words properly in sentences. Therefore, they can compose good sentences in correct structure.

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 of

and written form. According to Lado cited in Mardianawati (2012:11) those problem of learning vocabulary are as follows:

a. Pronunciation problem

Actually, students want to be speaking English fluently, with understand pronunciation. So that, they can communicate without scare as good pronunciation make receiver easier to understand. The following aspect, which cause pronunciation problem is: similar sound in two words into language which have different variants, sequences of sound in one word, classification of sound.

b. Spelling problem

Besides learning pronunciation, learning spelling is also important, because it can improve the learners' ability of language skills especially writing and reading.

The spelling problems are as follows:

Misunderstanding between speaker and hearer. For example: if the teacher says "she", then the students write "see". The students do write spelling of words, because the words almost have same pronunciation. In another way the students do not know how to spell the word correctly like "blackboard". The students tend to write or say "blekbor" in writing the spelling word.

c. Memorizing problem

It is a fact that students target is to remember all the vocabularies that they have learned. The students have the problem to memorize

several new words was given. They have difficult to recall the word when the teacher asks them.

There are some memorizing problems namely:

- a. The students have low motivation in learning vocabulary.
- b. The students are reluctant to memorize.
- c. The students do not always use the words they have 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.

8. The Aspects of Vocabulary

According to Rofiqotus Saniyah those are aspects of students' problem in mastering vocabulary are as follows:

- a. Word classes

Word classes are parts of speech. They're the building blocks that form every sentence ever uttered. They are categorized by the role they play in your sentences.

Following are considered word classes also:

1. Pronoun (e.g. I, you, me, we, mine, someone, he, she)

2. Preposition (e.g. at, in, on, across, behind, for)
3. Conjunction (e.g. and, but, when, if, because)
4. Determiner (e.g. a, the, an, this, etc.)
5. Exclamation or Interjection (e.g. oh, ah, wow, ouch)

b. Homonyms

Homonyms are two words that are spelled the same and sound the same but have different meanings. The word "homonym" comes from the prefix "homo-," which means the same, and the suffix "-nym," which means name. Therefore, a homonym is a word that has the same name as another word, meaning that the two words look and sound exactly alike.

A simple example of a homonym is the word "pen." This can mean both "a holding area for animals" and "a writing instrument." Another example is "book," which can mean "something to read" or "the act of making a reservation." In both cases, the sound and spelling are the same, and only the definition

chewed, or even refer to chicken strips)

c. Homophones

Homophones are words that are pronounced the same but they have different meanings and are usually spelled differently as well. They usually occur in groups of two but sometimes they can be

three or four in a group. It's important to recognize and identify the most common homophones because the spelling can change the entire meaning of a sentence. For examples of Homophones : aisle and isle, heal and heel , poor and pour, right and write, sea and see, way and weigh, weak and week and so on.

d. homograph

The word homograph originated from the Greek word "homos," which means "the same," and graph, which means "to write," and it is used extensively in language. It can be defined as words that are used in such a manner as to give two or more different meanings, where the words have the same spelling, but different meanings, and sometimes different pronunciations as well.

For instance, the word "bear" (verb) means "to endure," and "bear" (noun) is the name of an animal. This can be considered one example of homograph. This literary device is one of the types of pun (paronomasia).

e. Polysemes

In contrast, a one-to-one match between a word and a meaning is called monosemy. According to William Croft, "Monosemy is probably most clearly found in specialized vocabulary dealing with technical topics" (The Handbook of Linguistics, 2003). For example Change : verb meaning to become

something different, Change: noun meaning money converted into a collection of different denominations, Change: noun meaning the difference between an amount of money charged for an item and the amount given to pay.

f. Affixation (suffixes, prefixes)

Affixation is the morphological process in by which bound morphemes are attached to roots or stems to mark changes in meaning, part of speech, or grammatical relationships. Affixes take on several forms and serve different functions. In this tutorial, we will be looking specifically at affixation in Standard English.

g. Synonym

Synonyms are words with the same or similar meaning.

For example: Big, large, huge

Rug, carpet, mat

Sack, bag, backpack

Sniff, smell, inhale

h. antonym

Antonyms are words with opposite meanings.

For example: Happy – Sad

After – Before

Strong – Weak

Big – Little

i. Word formation

According to linguist Bogdan Szymaned “English word formation is doing quite well and keeps many people busy”. Word formation is the creation of a new word. Word formation is sometimes contrasted with semantic change, which is a change in a single word's meaning. The boundary between word formation and semantic change can be difficult to define: a new use of an old word can be seen as a new word derived from an old one and identical to it in form.

B. Previous Research

There are some researchers that have conducted the research on this topic. The writer also interested in this topic and wants to conduct similar research. There are some previous researches which done by other researchers will become references to compile this research.

The first previous research comes from Yulia Dyah Sriwilujeng in 2017 with the title *Improving English Vocabulary acquisition Students of SMU Negeri 3 Sidoarjo*. The problem of this study is “how far does the extensive reading improve students’ vocabulary acquisition?” here the

writer wants to know whether the improving students' vocabulary acquisition through extensive reading has significant difference from the improving students' vocabulary acquisition through list of word. She used experimental study with design pretest-posttest control group design. After doing research, it is found that the improving English vocabulary acquisition through extensive reading has a significant difference with the improving vocabulary mastery through list of word. The differentiate between this study and previous studies are: first, the previous study used experimental while this study used survey and then describe it is narration. Secondly, the previous expected to know students vocabulary improve or not after given the treatment while this study just focus to know students problem in learning vocabulary.

The second previous research was conducted by Riankamol in 2016 with the title *A Survey Study of Vocabulary Learning Strategies of Gifted English Students*. He investigated the most frequently used strategy and the least frequently strategies English vocabulary learning adopted by English gifted students in the first semester. The result of the study said that the use of metacognitive strategies was not frequently used by English gifted students who were considered high proficient students in English. And the least frequently used of vocabulary learning strategies is cognitive strategies.

From the explanations above about some previous researches, in the previous research mostly just to measure their mastery after giving

some treatment, next the previous study mostly just applied one technique or compare between two to measure students. That make this study different with the previous study above were, in this study the resarcher did not focuses to give a problem solving but just focus to found out the problem faced by students'. So this study very important to conducted firstly before we do another research, because by knowing the problem faced we could more easily to apply a technique. In addition, to make another research focused to solve the problem faced.

