

CHAPTER II

THEORITICAL REVIEW

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is knowledge of words and word meanings. Kamil & Hiebert (2007: 64). However, vocabulary is more complex than does definition suggests. First, words come in two forms: oral and print.

Vocabulary is the bridge between the word-level processes of phonics and the cognitive processes of comprehension (Kamil & Hiebert, in press).

Shortly, vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of a language might use (Hatch and Brown, 1995: 1). So, all words that the people use in a language are called vocabulary.

2. The Importance of Vocabulary

Vocabulary as the basic of English is the most important thing to be mastered in learning language. In speaking, vocabulary, listening, and writing, of course, vocabulary is needed. Vocabulary is needed for successful study of language. Without an extensive vocabulary, it will be difficult for the students to use language communicatively.

According to David Walkins in Musriyati (2012: 20), a language without grammar will be understood harder and without vocabulary,

language will be unclear because the people cannot deliver their ideas clearly. The students will improve if they learn more words and expressions. The students speak very little with grammar, but they can speak almost anything with words.

Furthermore, lack of vocabulary will make the students difficult to share and show their ideas clearly. Lack of vocabulary also hampers the teaching and learning process because the students do not know many words during the lesson.

In short, vocabulary is the main point of learning English. The students will be easy to learn English if they have a lot of vocabularies.

3. The Words Classification

Based on the functional categories, words can be classified into nouns, adjectives, verbs, and adverbs (Hatch and Brown, 1995: 218). This classification is called part of speech.

a. Nouns

A noun refers to a person, place, or thing. It is divided into three sub-classes.

1) Proper Nouns and Common Nouns

A proper noun refers to the real nouns or the real object, such as *Betsy*, *Ohio*, and *the Mormon Tabernacle Choir*. It is different from the common nouns that commonly use such as *woman*, *state*, and *choir*.

2) Abstract Nouns and Concrete Nouns

Abstract Nouns are nouns that cannot be seen. It is only can be felt, for example *hope*, *understanding*, and *love*. While concrete nouns is real nouns that can be seen, and touched such as *dish*, *table*, and *chair*.

3) Count Nouns and Mass Nouns

Count nouns are noun that have both plural and singular forms, for example *books*, *birds*, and *pianos*. Mass nouns are nouns that do not have definite shape or size, for example *salt*, *water*, and *sugar*.

b. Verbs

Verbs are words that denote action (Hatch and Brown, 1995: 222). It is said that nouns that name states, processes, and events are not as noun like as physical object that exist in time and space. Further, Richard Nordquist (2012) states that verb is a part of speech that describes an action, occurrence or indicates a state of being. A verb can be defined by what it does more than by what it is.

Sometimes, the word becomes different from its original like *teach* and *taught*. One of the most important things about verbs is their relationship with time. They can tell you if something has already happened or will happen later or is happening now. They encode tense, aspect, mood and voice. A verb also sometimes agrees to a number of other arguments like person or gender.

c. Adjectives

Adjectives are used to highlight qualities or attributes (I feel *happy*). Certain adjectives are typically used to describe particular noun such as *light*, *dark*, and *bright* (she has *dark skin*). Adjectives may also seem like verbs. It can be seen from the word ‘slow’ in the sentence “a slow race”. Slow here is an adjective, but it will be a verb when the sentence “the runner slowed after he cleared the last hurdle”

Further, word forms ending in *-ing* may be adjectives, nouns, or verbs, for example “he is my *traveling companion*”, “*travelling* is supposed to be broadening”, “they were *traveling* up the Nile.”

d. Adverbs

Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses, or to entire sentences rather than to nouns.

- 1) Adverb of time (*now, tomorrow, yesterday*)
- 2) Adverb of place (*here, there, in London*)
- 3) Adverb of manner (*happily, fast, suddenly*)
- 4) Adverb of certainty (*certainly, clearly, probably*)
- 5) Connecting adverbs (*then, next, besides*)
- 6) Indefinite adverbs (*always, usually, often*)
- 7) Focusing adverbs (*also, just, only*)
- 8) Emphasizing adverbs (*very, almost, really*)

e. Pronouns

Pronouns refer to nouns that have already been mentioned in the discourse. There are four types of pronouns:

1) Subject Pronouns

Subject pronouns are pronouns which are placed as subject.

They are *I, you, he, she, he, it, they, we*.

2) Object Pronouns

Object pronouns are pronouns which are placed as object.

They are *me, you, him, her, us, them, and it*.

3) Possessive Pronouns

Possessive pronouns are pronouns which show ownership.

They are *my, your, his, our, their, and its*.

4) Reflexive Pronouns

Reflexive pronouns are pronouns which end by self or selves.

They are *myself, yourself, himself, ourselves, themselves, and itself*.

f. Conjunctions

Conjunctions are words that join clauses into sentences. There are two kinds of conjunction:

1) Coordinating Conjunctions

They join pairs of clauses that are grammatically independent of each other. For example *and, but, and or*.

2) Subordinating Conjunctions

A subordinating conjunction together with its following clause acts like a part of the other clause. For example *because, when, although, that or which*.

g. Prepositions

Prepositions are all words that help locate items and actions in time and space. For example *between, behind, under, up, about, of, on,* and many others.

B. Learning Vocabulary

Learning vocabulary is very important for one who wants to learn a language, especially for students. There are some strategies of learning vocabulary. According to Brown and Payne in Hatch and Brown (1995: 373), there are five essential steps in learning vocabulary.

1. Encountering New Words

Encountering new words is placed as the first steps for vocabulary learning. It refers to having a source for words. Encountering new words can be done by watching television, listening to radio, vocabulary books or newspaper, and doing chatting with foreign people.

2. Getting the Word Form

The second step is getting the word form. The students can get the word form by associating new words with words that have similar sound, writing the sound of words using sound symbols, and seeing a word that looks like another word that have been known.

3. Getting the Word Meaning

The next step in learning vocabulary is getting the word meaning. This step includes asking native English what words mean, asking people

who speak English the meaning of new words, making pictures of word meaning in mind, and asking someone to tell the meaning of words.

4. Consolidating Word Form and Meaning in Memory

This step allows the students to consolidate the word form with the meaning. Students learn a word form then memorize the meaning.

5. Using the Word

The last step in learning vocabulary is using the word. When students have already done those previous steps, they have to use the words in their daily. It is because practicing is better than just learning. If the students are accustomed in using the words, it will make the words stay longer in their mind.

C. Authentic Material

One of the important principles of communicative language teaching is that authentic language should be used in instruction whenever possible. But some of the problems are determining what authentic materials are, what is the definition of Authentic Materials, why it is important to use authentic material in the classroom, what are the sources of authentic materials, the advantages of Authentic Materials and how for teaching vocabulary using Authentic Material.

1. The Definition of Authentic Material

Authentic material is Resources, written and oral, created by native speakers which are not created or edited expressly for language learners (Nunan and Miller, 1995).

When the people think about authentic materials they usually assume that we are talking about newspaper and magazine articles. However, the term can also encompass such things as songs, web pages, radio & TV broadcasts, films, leaflets, flyers, posters, indeed anything written in the target language and used unedited in the classroom.

2. Source of Authentic Material

There are some source of authentic material, they are; internet, newspapers, magazines, advertisement, letters, street sign, food product labels, maps, comic books, school notices, lyric to songs, grocery coupons, pins, catalogs, tourist information brochures, etc.

The sources of authentic materials that can be used in the classroom are unlimited, but the most common are newspapers, magazines, TV programs, movies, songs and literature. One of the most useful is the internet. Whereas newspapers and any other printed material date very quickly, the Internet is continuously updated, more visually stimulating as well as being interactive, therefore promoting a more active approach to reading rather than a passive one. From a more practical point of view, the Internet is a modern day reality, most the students use it and for the teachers, there is easier access to endless amounts of many different types of material.

3. The Use of Authentic Materials in the Classroom

One of the main ideas of using authentic materials in the classroom is to expose the learner to as much real language as possible. Even if the classroom is not a “real-life” situation, authentic materials do have a very important place within it.

Authentic materials also give the students opportunity to gain real information and know what is going on in the world around them.

The authentic material can be used for teaching English to the students. By using authentic material, the students will know the various languages outside the classroom. According to Nuttall (as cited in Berardo: 2006), authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people. There are so many interesting things in the world that can be found in authentic material. The students will get so much knowledge from authentic material and realize that authentic material can give motivation to learn more.

4. Procedure of Teaching Vocabulary by Using Authentic Material

In teaching vocabulary, authentic material is used as material that is proved by the teacher. The procedure is as follows:

1. The teacher provides authentic text material.

The teacher prepares the suitable source from authentic material that related with the lesson. It should be good and appropriate as vocabulary material. The teacher can find authentic material from magazine, internet, etc.

2. In classroom, the teacher asks the students what the students know related to the content of the authentic material that teacher prepares.

It can make students think more and try to use their experience. It would be interesting for the students by mentioning the answers from teacher's questions around the content of authentic material.

3. The teacher explains about the authentic material.

It is necessary to introduce authentic material in the beginning. By introducing authentic material, the students will know that authentic material is being used in current learning process. The teacher tells the students what authentic material is, how to get it, etc.

4. The teacher gives authentic materials and asks the students to pay attention.

The students are given authentic material to be read. It would be interesting to read because authentic material gives students the new experience about learning vocabulary. The students will face the real of using language in surrounding.

5. The teacher asks the students to do the exercise.

The students are asked to do exercise given by the teacher related the authentic material.

D. Basic Assumption

To learn vocabulary using authentic material, the students will be exposed to real language, so it can make the students interested in vocabulary. The students will be interested with vocabulary because authentic material has many kinds such as magazine with the full color paper, English songs with good lyric and tune, internet, brochure and so on. It will guide the students to get real experience in learning English. Thus, it is assumed that authentic material can improve the students' vocabulary mastery.

Hence, the researcher's assumption is that by using authentic material media in teaching vocabulary can help the students to improve their vocabulary much better.

E. Hypothesis

The hypothesis of this research is: it will improve the students' vocabulary mastery for teaching vocabulary by using authentic material on VIIB at SMP N 2 Kembaran in academic year 2015/2016.

