

CHAPTER II REVIEW OF LITERATURE

A. Vocabulary

Vocabulary refers to the words we must understand to communicate effectively. According to Wikipedia, a vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

The definition of vocabulary according to some experts, as follows; Linse (2005) stated that vocabulary is the collection of words that an individual knows. Meanwhile, Neuman and Drawyer as cited in Bintz (2011) said that vocabulary can be defined as the words someone must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). And the other expert, Hornby (2006) defined vocabulary as all the words that a person knows or uses when they are talking about particular subject in particular language.

From some definitions about vocabulary above, it can be said that vocabulary is a group of words to make sentence structure in conveying ideas or messages to the listener. What word means is often defined by its relationship to other words. Moreover, vocabulary is a group of words to make use to describe concepts/ideas to purpose convey our ideas either in

spoken or written form.

B. Types of Vocabulary

There are four main types of vocabulary. Based on information from Judy K. Montgomery's book, there are 4 types of vocabulary:

1. Listening Vocabulary

A person's listening vocabulary is made up of all the words that he or she recognizes while listening to speech or communication.

2. Speaking Vocabulary

All of the words used in communication constitute a person's speaking vocabulary.

3. Reading Vocabulary

A learned person's reading vocabulary consists of all the words that he or she can recognize while reading.

4. Writing Vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally; using facial expression and intonation to help get our ideas across, vocabulary is strongly influenced by the words we can spell.

The first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type has a

different purpose and, luckily, vocabulary development in one type facilitates growth in another.

Before you are able to use a word correctly and fully, you have to know quite a bit about it. An important distinction exists, therefore, concerning the words that you have locked in your brain. According to Thornbury (2006), vocabulary can be divided in two type, there are receptive and productive vocabularies:

a. Receptive Vocabulary

Receptive vocabulary is larger than production ones. Vocabulary or words we recognize when we see or hear them, usually in reading and listening. Gaims and Redman (2007) state that receptive vocabulary as the context of reading and listening activity and it requires a reader to associate label as in reading or listening.

b. Productive Vocabulary

Productive vocabulary controls of the words that you use to express yourself. Kamil & Hiebert (2007) says that productive vocabulary includes words that they use when they speak or write. Productive vocabulary also involves not using the words too often if it is typical a low frequency word, and using it in suitable situation. It involves using the word to stand for the meaning it represents and being able to think of suitable substitutes for the words if there are any.

C. The Importance of Vocabulary

The basic thing in learning a language is improving vocabulary. Lack of vocabulary will hinder the chances of successful learning English. Nunan (1998:118) says that the development of a rich vocabulary is an important element in acquisition of a second language. It is important for a learner to improve their vocabulary of the target language because it is essential part of communication.

The role of vocabulary is not less important than grammar. Wilkin in Thornbury (2002:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is how linguist Wilkins summed up the importance of vocabulary learning. Taylor (1990:1) states “In order to live in the world, we must name it. Names are essential for the construction of reality for without a name it is difficult to accept the existence of an object, an event, a feeling. Naming is the means whereby we attempt to order and structure the chaos and flux of existence which would otherwise be an undifferentiated mass. By assigning names we impose a pattern and meaning which allows us to manipulate the world.”

It can be concluded, vocabulary is the main element of naming or labelling some things that exist. Vocabulary is a tool that students use to think, to express ideas and feelings, and to explore and analyze the world around them.

Vocabulary is an important element in language learning. Nation in

Schmitt and McCarty (1997:6) argues that vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge; knowledge of the world enables to increase vocabulary knowledge, and so on. It can be said that vocabulary has an important role in all English learning skills because in developing language skills, students must improve their vocabulary.

D. The Aspects of Vocabulary

Vocabulary is also the basic development of all other skills of communication. Based on Lado, 1972:1 as cited in Mardianawati, 2012:11, the vocabulary aspects consists meaning, spelling, pronunciation, word classes, and word use.

a. Meaning

A word has more than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as guided discovery, contextual guess work and using dictionaries.

Guided discovery involves asking question or offering example that guides students to guess the meaning correctly. The meaning can be conveyed by using demonstration or pictures (using object, using gesture, blackboard drawing pictures of book) and by verbal explanation (analytical definition, putting the new word in a defining context, and translating into another language) (Nation, 1990:51 as

cited in Kareem, 2003:51). Involving students in discovering the meaning, it will be easy for students to remember the word and its meaning.

b. Spelling

In learning vocabulary, spelling has an important role to help in reading. Spelling there may be different acceptable written forms for the same words within the same variety of English or most commonly, due to the fact that they belong to different varieties as happens with many British or America English term (Lopez, 1998:38).

c. Pronunciation

Pronunciation is how words are pronounced. Pronunciation of word is related to the spelling, so it is difficult to be learnt. Good pronunciation helps receiver easier to communicate.

d. Word Classes

Word classes are categories of word. There are grammatical pattern should be practiced fluently to the students such as noun (countable and uncountable), verb complementation, phrasal verbs, adjectives and adverb (Kareem, 2003:52). The classification of the words of a language in this way depends on their function in communication. Nouns can occur in certain places and have special function, so word class membership is an important lexical feature.

e. Word Use

Word use is how a word, phrases, or concept is used in a

language. Word use may also involve grammar and thus be the subject of profound analysis.

E. Learning Vocabulary

The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to say. Brown and Payne in Hatch and Brown (1994: 373) did an analysis that resulted in a very clear explanation where the strategies divided into five essential steps:

1) Encountering new words

The first essential step for vocabulary learning is encountering new words, that is, having a source for words. The students strategies here included “learning new words by reading books,” “listening to TV and radio” and “reading newspapers and magazines” (Payne, 1988: 33).

2) Getting the word form

The second step essential to vocabulary learning appears to be the getting of a clear image-visual or auditory or both-of the form of the vocabulary item. This step was shown in comments such as “associating new words with words that sound similar in native language, “writing the sound of words using sound symbols from native language.”

3) Getting the word meaning

The third essential step in the students' reported strategies is the one which is most often associated with idea of vocabulary learning is getting the word meaning. The step includes such strategies as asking native English speakers what words mean.

4) Consolidating word form and meaning in memory

The fourth necessary step revealed by Brown and Payne's analysis requires the consolidation of form and meaning in memory. Many kinds of vocabulary learning drills, such as flashcards, matching exercises, crossword puzzles, etc., strengthen the form-meaning connection.

5) Using the word

The final step in learning words is using the words. Some would argue that this step is not necessary if all that is a receptive knowledge of the word. Such an argument can apply to many of the other processes as well, since a great amount can be comprehended in context even if a reader or listener knows nothing about many of the words being used. However, if the goal is to help learners move as far along of word knowledge as they can, word use essential.

F. Types of Vocabulary Learning Strategies

One of the most important factors influencing the success of foreign vocabulary acquisition is the use of vocabulary learning strategies. Based on Darmasyah (2010), learning strategy is all about perspective, thought,

patterns, and direction that taken for gaining effective learning. Meanwhile, Yongqi Gue (2003), stated that to complete a learning task by the students, learning strategy must be carried out. Based on O'Malley and Chamot (1995), learning strategy is the special thought and behavior that individuals use to help them comprehend, learn, or retain new information. Learning strategies is also defined by Cook (2008), as the learner's choice in using and learning the language.

Based on the explanation above, it can be seen that learning strategy is what learners taken in order to complete a learning task and enables effective learning. Knowing learning strategies is also an efficient method of learning. Learners who use appropriate learning strategies will be successful in learning a language.

a. Reading

In line with Grellet, Murcia (2001) says reading is reading which the goal is to understand main ideas and relevant supporting information. Therefore reading mean understanding what has been grade. It is an active process that depends not only on comprehension skills, but also on the readers' experiences. There are several examples of reading strategies used by students in this study, including using flashcards, looking up meaning in a dictionary, reading novel, literature, news and articles. A student enjoys reading English texts, despite the fact that they does not understand the meaning of every word in the text. When they are reading for pleasure, they tries to understand the

meaning of words from their context rather than looking them up in a dictionary or the like.

b. Speaking

Speaking is one of the skills that has to be mastered by students in learning English. Richards (2008) states that in speaking people tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. The speaking strategy employed by students, that students frequently attempt to converse with friends around them in order to practice English. Having students practice speaking in English may have a significant impact on their confidence in using the language. The examples of speaking strategies, namely; practicing pronunciation, doing role play, memorizing vocabulary one by one, repeating new vocabulary or taking a speaking course.

c. Listening

Students' high proficiency in listening is characterized by their flexibility in applying strategies in every phases of listening, Vandegift and Tafaghodtari (2010) in Bang and Hiver (2016). The last, but not least, motivation and anxiety are two affective factors that influence the learners' listening proficiency. Listening can be used as a strategy to improve vocabulary while also saving students time when compared to reading. In other words, listening may not be the best way for students to learn new words. However, due to a lack

of interest in reading, listening strategies can be beneficial to students' language development by increasing word retention. Examples of this strategy are listening to English songs, watching English films without subtitles, watching YouTube, participating in various English forums and also learn from native speakers.

d. Writing

Students identify the skill of writing, as more difficult than listening and reading (Berman & Cheng, 2010). Furthermore, writing is the skill that most students are least proficient in when acquiring a new language (Nesamalar, Saratha & Teh, 2001). It's a very good idea to write down the new words you discover. You will begin to recognize the words when you read them just by writing them down. Additionally, keeping a dictionary of all your new words can give you the courage to learn even more words, especially when you can see how many you've already learned. The strategies commonly used in writing skills are making a list of new vocabulary, writing down antonyms and synonyms, writing in a sentence, writing in a diary or even labeling certain objects.