

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. Definition of Vocabulary

In learning a language especially foreign language, vocabulary is important in mastering the language skill (reading, speaking, listening and writing). The students must be taught vocabulary as the components of language besides pronunciation, grammar and spelling. In order to communicate well in foreign language, students should get an adequate number of words and should know how use them accurately.

Jumariati (2010) said that vocabulary learning is the important aspect in learning a foreign language. Students will improve much if they learn more words and expressions. According to Richard (1997) it is vital to know a lot of words if you want to make progress in a foreign language. Even if your grammar is excellent, you just won't be able to communicate your meaning without a wide vocabulary. Since English is not our national language, it is not easy to learn it. Many student or learners find problem in mastering it. One of the basic problems is the lack of vocabularies. Vocabulary is really important element of the language to be concerned with in order to master the four language skills.

Vocabulary is the total number of word in language or list of words with their meanings (Hornby, 1995: 461). Napa (1996:6) states

vocabulary is one of the components of language, and no language exists without word. Vocabulary refersto a set list of words for particular language or list of words that individual speakerof a language might use (Nunan, 1974: 6)

Krashen and terral in Nunan (1991:117) say that vocabulary is important thestatus of vocabulary has been considerable enhanced. This has come about partlyas a result of the development of communicative approaches to language teachingand partly through the stimulus of comprehension base method such as the naturalapproach in tought.

Pei (1981:1434) wrote that vocabulary is all the words of language a list ofword, often phrases, usually arranged alphabetically which make up a language. Itmeans that vocabulary is the key of success of someone in learning English assecond language.

2. The Importance of Vocabulary Learning

River and Nunan (1983 : 83) has also argued that the acquisition of an adequatevocabulary is essential for successful language learning, without an extensivevocabulary we will be unable to use the structure and functions we may havelearned for comprehensible communication. It forms on opinion that developmentof rich vocabulary is an important element in learning a second language. Thisday, then the consensus of opinion to be the development of a rich vocabulary is an important element in the acquisition of second language.

From the definition above, the writer concludes that learning vocabulary is very important part of learning a language. This is the key for students for understanding student's hears and reads in schooland to communicating successfully with other people. For this reason it is very important for them to quickly build up a large store of words.

3. The Type of Vocabulary

Ricard and Joana and Rini (2000:6) said that there are three types of vocabularies, those are:

- i. General vocabulary, which consist of everyday words widely acknowledge meaning in common usage. Example : table, house etc.
- ii. Special vocabulary, it is made up words from everybody's general vocabulary, which is taken on specialized meaning when adapted to particular content area.
- iii. Technical vocabulary, in which consist of words that have usage and application only in particular subject matter field. Example: chlorophyll, stethoscope etc.

While marshal (2010: 1) stated that there are four different of vocabularies. Those types are:

C. Speaking vocabulary

It is all words a person can use through speech. This is a very powerful vocabulary tipe, because through this vocabulary/someone can

influence other people. Example: when the president speaks in front of many people.

D. Writing vocabulary

It is of the words a person can use when they are writing. By having a good writing and ability in arranging the words, someone also can influence many people by using their writing. Example: a poem written by professional write. A lot of times, both writing and speaking vocabularies are combined and they can complement each other very well.

E. Listening vocabulary

It is all of the words a person can recognize through listening (e.g. listening music or radio). When people are often listening to something with L2, it will make them easy in understanding other who utilize speaking vocabularies. Listening plays a significant role in the overall growth of vocabulary since one can encounter new words from several different sources simply through hearing or listening.

F. Reading vocabulary

It is all of the words a person can recognize by reading something. This is very important for understanding content produced by those who frequently use writing vocabularies. It means that reading and writing vocabulary have a big correlation, a good writing is readable for many people. By reading, people are able to encounter new words.

From those types vocabulary above, it can be concluded that there are several types of vocabulary that always used in daily activity, such as reading, listening, writing and speaking. Vocabularies that are used in daily activities consist from common vocabularies to unfamiliar vocabularies.

B. The Aspects of Vocabulary

Vocabulary becomes an important thing in learning English, because of some reasons. Firstly vocabulary is the first basic important thing in learning English and also when we will speak, write, read or listen in English of course students cannot avoid the vocabulary. Students have to master vocabulary more. Moreover, we know that the lack of vocabulary often brings many troubles for students.

There are several ways that the learner can learn English vocabulary according to Lado (1972:1). Such as :

a. Meaning

The most important aspect of vocabulary teaching for students is to foster students independence so that they will be able to deal with new lexis and expand their vocabulary beyond the end of the lesson. Therefore, guided discovery, contextual guesswork and using dictionaries should be the main ways to deal with discovering meaning.

b. Spelling

Spelling is very important in learning vocabulary because it aids in reading. It helps cement the connection that is shared between sounds

and letters. Learning high frequency sight words also has been shown to help with both reading and writing. This is why students learn sight words during their early years. Spelling and reading also have a common factor, proficiency with language.

c. Pronunciation

Pronunciation of a word is what we hear when someone says the word. Most words have only one pronunciation. English pronunciation is difficult to learn because it is not related to the spelling of words. Many other students want to be able to speak English well with understandable pronunciation so that they can communicate without hindrance, because good pronunciation make receiver easier to understandable. Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it.

d. Word classes

Word classes are categories of word. Word class is an important feature in semantic feature analysis. In each of the following sets of words, one word does not belong. Example: nouns, verbs, adverbs, adjective, prepositions are word classes.

e. Word use

Word use is how a word, phrase, or concept is used in a language. Lexicographers gather samples of written or spoken instances where a

word is used and analyze them to determine patterns of regional or social usage as well as meaning. Word use may also involve grammar and thus be the subject of profound analysis.

Based on the description above, actually teaching vocabulary for the learners need many appropriate ways. Teacher has to know on how far the students' competence is and what the right technique. Teacher cannot teach just once because students need to practice continuously through knowing words which have been made by students.

C. Drilling

1. The Definition of Drilling

At its simplest, drilling means listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard. This is a repetition drill, a technique that is still used by many teachers when introducing new language items to their students. The teacher says (models) the word or phrase and the students repeat it.

This technique is based on Audio-lingual Method. Richard and Rodgers (1986 : 36) say that a number of learning principles in learning theory became the psychological foundations of Audio lingual and came to shape its methodological practice. Some principles are:

- a. Foreign language learning is basically a process of mechanical habit formation. Good habits are formed by giving correct responses rather than by making mistakes. By memorizing dialogues and performing

pattern drills the chances of producing mistakes are minimized. Language is verbal behavior that is the automatic production and comprehension of utterances-and can be learned by inducing the students to do likewise.

- b. Language skills are learned more effectively if the items to be learned in the target language are presented in spoken form before they are seen in written form.
- c. Analogy provides a better foundation for language learning than analysis. Analogy involves the processes of generalization and discriminations. Drills can enable learners to form correct analogies. Hence the approach to teach the teaching of grammar is essentially inductive rather than deductive.
- d. Teaching a language involves teaching aspects of the cultural system of the people who speak the language.

Drilling is simple technique in learning vocabulary. It just repeating the words in continues. Therefore, students will be easy to memorize and mastering vocabulary well.

2. The Purpose of Drilling

- a. For teacher:
 - 1) Help in terms of classroom management, enabling us to vary the pace of the lesson or to get all learners involved.
 - 2) Help us recognize if new language is causing problems in terms of form or pronunciation.

b. For students:

- 1) Provide learners with intensive practice in hearing and saying particular words or phrases. They can help learners get their tongues around difficult sounds or help them imitate intonation that may be rather different from that of their first language.
- 2) Provide a safe environment for learners to experiment with producing the language. This may help build confidence particularly among learners who are not risk-takers.
- 3) Help students notice the correct form or pronunciation of a word or phrase. Noticing or consciousness rising of language is an important stage in developing language competence.
- 4) Provide an opportunity for learners to get immediate feedback on their accuracy in terms of teacher or peer correction. Many learners want to be corrected.
- 5) Help memorization and atomization of common language patterns and language chunks. This may be particularly true for aural learners.
- 6) Meet student expectations i.e. they may think drilling is an essential feature of language classrooms.

3. The Procedure of Drilling

Repetition in drilling must be with attention, comprehension and interest. According to Ampere S. Lard Izaban *Principles and Method of Teaching* (1991: 61) a drill will be effective if the teacher follow certain

step such as motivation, focalization, repetition with attention and application.

a. Motivation

Motivation is necessary to arouse students to maximum and sustained effort. Students should be made to feel a need for the skill or activity and they should be made to want it. In other words, the teacher should create interest inside the students. Correlating the lesson to students' existing interest can serve the purpose. Interest also comes if the students are made aware of the outcomes to be achieved, the standard to be attained, and the progress they are making.

b. Focalization

A drill requires students' concentration and attention. That is why students' attention should be focused on specific skill to be drilled on. In other side, the teacher who drills a class should be a good model.

c. Repetition with attention

As has been said before, more repetition will not result without students' attention. It will be something difficult when the students feel bored and tired. To handle this situation, the teacher can use game to get repetition with enjoyment and in sustaining interest.

d. Application

To show that the students get benefit from the drill, the students must be able to apply what they have learned. For example, if the drill is on

giving direction, the good application would be giving direction how to get someplace.

4. The Advantages and Weaknesses of Drilling

a. The Advantages of Drilling

- 1) Drilling help our learners memorize language by the teacher's control.
- 2) The teacher can correct any mistakes that students make and encourage them to concrete on difficulties at the sometime.

b. The Weaknesses of Drilling

Drilling often make the students not very creative. In all drills learners have no or very little choice over what is said so drills are form of very controlled practice. The teacher needs to handle the drills, so that the students are not over used and they don't go on far too long. One of the problems about drills is that they are fairly monotonous.

D. Drilling Technique to Teach Vocabulary

There are some steps how to apply drilling technique in teaching vocabulary.

- a. Firstly, students hear kind of vocabulary containing the key structures that are the focus of the lesson. The lesson can be correlated with students' interest in order to encourage their motivation. After that, they repeat the vocabulary, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes of

pronunciation is direct and immediate. The vocabulary is memorized gradually and may be broken down into several phrases if necessary. The vocabulary is read aloud in chorus, one half saying one speaker's part and one other half responding. The students do not consult their book throughout this vocabulary.

- b. The dialogue is adapted to the students' interest or situation, through changing certain key word. This is acted out by the students.
- c. Certain the key of vocabulary are selected and use as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually. Some vocabulary explanation may be offered at this point, but this kept to an absolute minimum.
- d. The students may refer to their textbook, and follow-up reading, uniting and vocabulary activities.
- e. Follow-up activities may take place in the language laboratory, where friends dialogue and their work is carried out.
- f. Then, the students presented the work in front of the class and tell their friends about the vocabulary and their friends search the synonym, antonym etc.