

CHAPTER II

THEORITICAL REVIEW

A. Vocabulary

1. The Definition of Vocabulary

In line with the statements above, (Hatch and Brown, 1995:1) states that the term of vocabulary refers to lists or set of words for a particular language or lists or set of words that individual speakers of a language might use.

Based on statements above, vocabulary had important role in language. It is not less important than the other language components. Every language had its vocabulary because no language exists without words. Words were symbols for ideas. They were the mean by which people exchange their ideas a through.

2. The Importance of Vocabulary

The mastery of language skills is depends on how many vocabularies that students have. The more vocabulary has been mastered, the easier to master English foreign language. If the students lack of vocabulary, they will face many difficulties in learning English, so in order to master English well, students have to master many vocabularies.

In order to master English well, students have to master English vocabulary well also. The acquisition of an adequate vocabulary is

essential for successful second language use because without an extensive vocabulary, it will be unable to use the structures and function they may have learned for comprehensible communication rivers (1983:125) in (Nunan, 1995:117)

3. The Aspects of Vocabulary Learning

In learning vocabulary, there are some aspects which can be learnt by the learners. The focus of vocabulary learning in this research is located in the vocabulary meaning.

According to Lado in Novita (2016: 13), the aspects of vocabulary that can be learnt by the learners are as follows:

a. Meaning

The most important aspect of vocabulary teaching for students is to foster students independent 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. Guided discovery involves asking questions or offering example that guided students to guess meaning correctly. In this way students get involved in a process of semantic processing that help students learning.

Contextual guesswork means making use of the context in which the word appears to derive an idea of its meaning, or in some

cases, guessing from the world itself. Knowledge of word formation, e.g. prefixes and suffixes can also help guide students to discover meaning. Teacher can help students with specific techniques and practices in contextual guesswork, for example, the understanding of discourse markers and identifying the function of the word in the sentence (e.g. verb, adjective, and noun) letter is also very useful when using dictionaries.

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 the students learn sight words during their early years. Spelling and reading also have a common factor, proficiency with language.

Students should be relaxed about spelling, if not, it will inhibit their writing. They will be less willing to write out their assignments. In learning English vocabulary, students have some spelling problem, for example the letter (I) is not always pronunciation /I/. So, an English teacher should pay attention to student's spelling.

c. Pronunciation

Pronunciation of a word is what we hear when someone says the word. Most word has only one pronunciation, but sometimes a word has two or more pronunciations. 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 under stable pronunciation make receiver easier to under stable. 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. Word classes are categories of word such as noun, verbs, adverbs, adjectives, and preposition. For example: noun (brother, car, David, house, London), Verb (be, drive, grow, sing, think), Determiner (a, an, my, some, the), Adjective (big, foolish, happy, talented, tidy). Adverb (happily, recently, soon, then, there), Preposition (at, in, of, over, with), Conjunction (and, because, but, if, or).

e. Word Use

Word use is the way a word, phrase, or concept is used in a language. Lexicographers gather the sample of written or spoken instance where a word is used and analyze to determine pattern of regional or social usage as well as meaning.

4. Step in Vocabulary Learning

In learning vocabulary there are five essential steps. Brown and Payne (1994:373) divide the steps of learning vocabulary in essential steps:

a. Encountering new words

The first step for vocabulary learning is encountering new words. That is having a source for words. The student strategies here included learning new words by reading books, newspaper or magazine and listening radio. When the students store new information by linking it to their existing schema or network organized information, there is a better chance the new word will be remembered later (Rupley, Logan & Nich in Bromley, 2007)

b. Getting a clear image of the form of the vocabulary

The second step essential to vocabulary learning appears to be getting off a clear image – visual or auditory or both – of the form of the vocabulary item. The importance of getting the form of the word also appears when students are asked to give definition for word.

c. Getting the word meaning

The third essential step is the word meaning. By finding the name of things around, the students can get the word meaning easily than just reading the vocabulary list. It is because the students member it whenever they find the thing again.

d. Consolidation word form and the meaning in memory

The fourth necessary step requires the consolidation of word form and meaning in memory. Hatch and Brown (1995:387) divide these strategies into four general categories: (1) creating mental linkages, (2) applying images and sound, reviewing well, and (3) employing actions. Many of these strategies specifically mention vocabulary, expression or word.

e. Using the word

The last step in learning words is using the words. By using the words, the students seems having a mild guarantee that words and meaning will not fade room memory once they are learned (Hatch & Brown, 1995:390). Use word may simply be a form of hypothesis testing, allowing, and learners to see if the knowledge gained in the other steps is correct (Hatch & Brown, 1995:390)

B. Form – focused

Form-focused instruction (FFI) is defined by Ellis (2008, p.963) as a type of teaching which “involves some attempt to focus learners’ attention on specific properties of the L2 so that they will learn them.” FFI is also divided into two types: Focus on Form and Focus on Forms. According to Ellis (2008), in Focus on Form instruction, attention to form is made in the context of a communicative task in which conveying of the meaning is of primary

importance. Focus on Forms instruction, on the other hand, is the approach in which a series of specific linguistic features are pre-selected on the basis of a structural syllabus and treated intensively and systematically in the instructional procedures. In the Focus on Form approach, language is viewed as a communication tool by the learners whereas in the Focus on Forms, language is viewed as a subject matter and object of study to be analyzed and learned (Ellis, 2008; Laufer and Girsai, 2008).

C. Message– oriented / meaning – focused

The focus-on-meaning (FonM) approach to L2 instruction corresponds with the non-interface view, by providing exposure to rich input and meaningful use of the L2 in context, which is intended to lead to incidental acquisition of the L2 (Norris and Ortega 2001:160). A FonM instructional approach can be widely found in contemporary English Language classrooms, in techniques such as Krashen and Terrell's Natural Approach, some content-based ESL instruction and immersion programs (Ellis 1994:571).

The meaning-focused approach grew out of the dissatisfaction with form-focused approaches such as grammar translation and cognitive code methods. It has been argued that there was a mismatch between what was learned in the classroom and the communicative skills needed outside the classroom. (Celce-Murcia, et.al., 1997). Research in grammar revealed that most adult second language learners who were successful in controlling

grammatical rules and structures in the classroom could not apply these rules effectively in real communication. (d'Anglejan 1978; Johnson, 1981; Long, Adams, McLean and Castarios, 1976; cited in Kim Park 2000) Early supporters of meaning-focused instruction believed that the goal of language teaching should be developing the learners' communicative competence which included not only grammar but also sociolinguistic, discourse and strategic competence.

(Canale and Swain 1980). Methodologists such as Johnson (1982) and Littlewood (1981) addressed the conditions needed to promote language acquisition (as opposed to the process of language acquisition) (Richards and Rodgers, 1986, pp.72. cited in Kim Park, 2000)

1. Activities that involve real communication promote learning
2. Activities in which language is used for carrying out meaningful tasks promote learning
3. Language that is meaningful to the learner supports the learning process

In the 1970's and 1980's the emphasis therefore shifted to the importance of language development that takes place while the learners are engaged in meaning-focused activities. It gave birth to a new theoretical view of SLA which was termed communicative language teaching www.mastersthesiswriting.com 2 Form-Focused and Meaning-Focused Instruction on ESL Learners (CLT). This method included using tasks as a stimulus for generating interaction among students. (Swain and Lapkin, 1998) In a meaning focused approach, "learners are usually not specifically taught

the strategies, maxims and organizational principles that govern communicative language use but are expected to work these out for themselves through extensive task engagement” (Celce-Murcia, Dornyei&Thurrell, 1997, pp. 141. cited in Park, 2000

D. Vocabulary Trough Reading

Before proceeding to the studies that are concerned with actual teaching of vocabulary a few studies dealing with vocabulary through reading are discussed. Ehsanzadeh (2012) has studied how the depth and breadth of vocabulary of EFL students is influenced by reading. By breadth he means the quantity or number of words learners know at a particular level of language proficiency, that is the size of the learner’s vocabulary. He defines the depth of vocabulary knowledge as a person’s level of knowledge of various aspects of a given word, or how well he or she knows that word. His results indicated that by reading texts the long-term retention of words improved significantly. To be more precise he has found that the depth of a person’s vocabulary is influenced by reading even more extensively than the breadth of vocabulary. Both breadth and depth have a significant correlation with success of lexical inference and again the depth of vocabulary knowledge is a stronger predictor of inference success. Furthermore Webb (2007) brought forth that in order to gain full knowledge of a word more than ten encounters with it may be needed. He also emphasizes the need for an informative context. That means that in order to learn vocabulary from

reading, the texts need to be systematic and be aimed at teaching certain words, otherwise the majority of the words will be forgotten soon or the actual meaning of a word will not even be guessed.

E. Basic Assumption

The writer had an assumption that this approach is good to teach vocabulary. It is a simple instruction but it is effective on the retention of unfamiliar words encountered during reading and can draw the attention of student to the word itself through recognition word activities.

F. Hypothesis

From the explanation above, the writer assumed that form – focused instruction is effective on the retention of unfamiliar words encountered during reading and can draw the attention of student to the word itself through recognition word activities