

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Vocabulary**

##### **1. Definition of Vocabulary**

As mentioned on the previous chapter that vocabulary is one of important language components to learn. According to Hornby (2000: 1506) vocabulary is the words that people use when they are talking about a particular subject.

Napa (1991:6) states that vocabulary is one of the components of language and that no language exists without words. Words are sign or symbols for ideas. The more words we learn, the more ideas we should have.

Evelyn Hatch and Cheryl Brown (1995: 1) defines vocabulary refers to a list or set of words for a particular language might use.

Based on the definition above, it can be concluded that vocabulary is a number of words that one needs to convey his or her idea or to talk about a particular subject.

##### **2. The Importance of Vocabulary**

Many language learners consider a lot the importance of having great vocabulary to achieve the success in learning a language as vocabulary is the most basic need in learning a language. Someone with

great vocabulary will be easy to convey his or her idea both written and orally. Another importance of knowing many words is that vocabulary plays an essential role in communication with others in which when one knows enough words he or she will be able to respond to what they say in the communication. So, having sufficient vocabulary will lead to having good English.

The acquisition of adequate vocabulary is essential for successful second language learners, without extensive vocabulary someone will be unable to use language communicatively (Rivers, 1989 as cited in Nunan, 1991:117)

Tarigan (1984:82) also gives a description about the importance of vocabulary in language learning. He states that a language skill depends on competency of vocabulary

However, Laufer in Akabari (2008: 2) states that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of a language. Without vocabulary, speakers can not convey meaning or communicate with each other in a particular language.

Krashent and Terrell in Nunan (1991:117) say that vocabulary is important. The status of vocabulary has been considerably enhanced. This has come out about partly as a result of development of communicative approaches to language teaching and partly through the stimulus of comprehension based methods such as the natural approach.

### 3. Aspects of Word Knowledge

Having sufficient vocabulary has always been essential part of learning English. Learners should know as many words as possible to support the four language skills. There are some criteria or aspects of knowing a word according to Richards in Eyckmans (2004:12), the criteria are follows

- a. Knowing the degree of probability of encountering the word in speech or print,
- b. Knowing the limitations imposed on the use of the word according to function and situation,
- c. Knowing the underlying form of a word and the derivations that can be made of it,
- d. Knowing the associations between the word and other words in the language,
- e. Knowing the semantic value of the word, and
- f. Knowing many of the different meanings associated with the word.

Meanwhile, Wallace and Farch in Adhithya (2009:7) defines the criteria of vocabulary knowledge are as follows

- a. The students can spell vocabulary correctly.
- b. The students are able to recognize words in spoken or written form.
- c. The students are able to relate vocabulary to appropriate object or concepts (knowing the full meaning of potential word and not just one specific meaning).

- d. The students are able to recall it well.
- e. The students are able to pronounce vocabulary in recognized way.
- f. The students know the full meaning of the words and not just one meaning.
- g. The students know the relation between the word and other word with in lexical test.
- h. The students are aware of vocabulary connotations and associations.
- i. The students can use vocabulary on the appropriate level of formality and the appropriate situation.

#### **4. Teaching Vocabulary**

Finochiaro (1974:73-74) draws some premises and comments concerning vocabulary teaching, they are

- a. Not all of the words students hear during any lesson become a part of his “active” vocabulary during that or even in later lesson. The active vocabulary should be systematically presented and practiced, but some words in the new language will remain “passive” that is we understand them when we hear them but we do not use them in speaking or in writing.
- b. New vocabulary items should always be introduced in known structures so that it is easy for students to understand.
- c. Wherever a familiar word is met in a new context it should be taught at one time.
- d. The vocabulary items should be centered about one topic.

- e. Vocabulary items should be taught in the same way, which we teach everything else. We show a picture, puzzle, game, etc.
- f. Vocabulary should be practiced as structures are practiced maybe in substitution drill, question and answer etc.
- g. Vocabulary items should be introduced many times with all the structures and in all the situations in which they can logically be used.
- h. Students should be encouraged to learn and use noun, verb, adjectives and adverb, which contain the same roots.

While, Brown and Payne (1994) as cited in Hatch and Brown(1995: 373) did an analysis that resulted in a very clear model where the strategy of vocabulary teaching model included five essential steps:

- a. Having sources for encountering new words
- b. Getting a clear image, either visual or auditory or both, for the forms the new words.
- c. learning the meaning of the words
- d. Making a strong memory connection between the forms and meanings of the words
- e. using the words

According to the explanation above, learning vocabulary items must involve knowing the meaning and form of words and having a lot of practices both in spoken and written form using the words.

## **B. Kinds of Vocabulary Teaching Techniques**

There have been several different views for vocabulary teaching approach. Hatch and Brown (1995:368) divide vocabulary teaching technique between Intentional or direct learning and Incidental or Indirect learning. We define intentional learning as being designed, planned for, or intended by teacher or student. We define Incidental or indirect learning as the type of learning that is a byproduct of doing or learning something else.

Hunt & Beglar in Mehrpour (2008 : 193) defines that generally there are three approaches to vocabulary teaching: incidental, or indirect learning (learning words as a by-product of doing other things such as speaking, reading, writing), explicit or direct learning (diagnosing the words learners need to know, presenting them to the learners and elaborating on their word knowledge) and independent strategy development (practicing by guessing meaning of the words from content and training learners to use dictionaries).

Meanwhile, Oxford & Crookall in Mehrpour (2008: 193) describe that vocabulary teaching approach is divided into two kinds. They are decontextualizing technique that can be defined as a technique of learning words through memorizing word list or using flashcard and contextualizing technique that can be defined as a technique of learning words by presenting them in texts or sentences or by sentence making practice both in spoken and written form.

## **C. Contextual Teaching Technique**

### **1. Definition of Contextual Vocabulary Teaching Technique**

Contextual vocabulary teaching technique is adopted from indirect or incidental approach which is the type of learning that is a byproduct of doing or learning something else such as reading, speaking and writing practice (Hatch and Brown, 1995:368).

According to Oxford & Crookall in Mehrpour (2008: 193) Contextual vocabulary teaching technique is a technique of learning words that are presented in the form of sentences or text and by sentence making practice both in spoken and written form.

While, Nunan (1991:121) describes that learning vocabulary in context is inferring the meaning of new words from the context that uses cues, both verbal and non verbal to determine the meaning.

With respect to the explanation above it can be concluded that contextual vocabulary teaching technique is a technique of learning words by presenting them in the form of sentences or texts and by sentence making practice both in spoken and written form.

### **2. The Procedure of Teaching Vocabulary Using Contextual Vocabulary Teaching Technique**

Thornburry (2002:3-4) states that there are some procedures of teaching vocabulary using contextual vocabulary teaching technique as follows:

- a. Ask learners to skim and decide a) what kind of text it is, b) what its purpose is, and c) who it is written for
- b. Ask learner to read the text again and are asked to attempt a rough summary of its gist-e.g. “what is it about?”
- c. Ask learners to find all the example of the lexical feature that is being targeted-e.g. long noun phrases
- d. Learners then work out the meaning of the phrases either from their component or their context or both. At this point they are allowed to consult dictionaries.
- e. Alternatively, Provide definitions, synonyms, or L1 translations of the targeted words and ask the student to find the words in the texts that are match
- f. Ask learners to study the targeted items and analyze them in term of their formal features-e.g. Noun, adjective or combination between noun and adjective.
- g. Provide the learners with the same texts, but with the targeted items blanked out. See if they can complete the text by replacing the items. Alternatively, provide them with a list of the item.

Referring to the previous definitions of contextual vocabulary teaching technique that it is a technique to learn words by presenting them in the form of sentences or texts and by sentence making practice. So, the procedure of teaching vocabulary using contextual vocabulary teaching technique can also be arranged as follows:



- a. Provide students with some sentences (either in text or separate sentences).
- b. The students find out the appropriate meaning of the targeted words based on the sentences.
- c. If the students get difficulty finding the meaning of the words, the teacher allows them to look up English dictionary.
- d. The students find out the form of the targeted words-e.g. Noun, adjective or verb
- e. Ask the students to make some appropriate sentences using the targeted words (sentence making practice).

### **3. Previous Studies on Contextual Vocabulary Teaching Technique**

A number of previous studies have dealt with the effect of contextual vocabulary teaching technique (indirect approach) on learning vocabulary.

Khuaileh (1995) as cited in Saeed Mehrpour (2008:196) also investigated the effect of contextualization on vocabulary learning. The result of this study showed a clear advantage of contextualization for comprehension, learning and recall.

With respect to the use of contextualization for vocabulary learning, Ianacone (1993) as cited in Saed Mehrpour (2008: 196) suggested learning words through text was capable of inspiring motivation to learn and encourage students to be actively engaged in guessing words meanings as they appear in natural context.

While, Waring (1995) as cited in Saeed Mehrpour (2008:197) suggested that learning words from context could aid learners in deepening their knowledge of already known words. But, without sufficient grammatical knowledge, it could lead learners to trouble by which students were difficult to make guess of words from texts. Besides, this method was not efficient in which students could not learn large numbers of words in a short time.

#### **4. The Advantages and Disadvantages of Contextual Vocabulary**

##### **Teaching Technique in teaching vocabulary**

Contextual teaching technique is chosen as a technique for vocabulary teaching in this study because it has several advantages. Based on the related studies on contextual vocabulary teaching techniques which were previously carried out by several researchers as mentioned above it can be described in brief that the advantages of teaching vocabulary using contextual technique are as follows:

- a. Students can be more active in guessing word meanings as they appear in context.
- b. This technique can greatly benefit students in recalling words
- c. Learning words that are connected with context can inspire students to have motivation to learn more words
- d. This technique can deepen the knowledge of already known words.

However, such technique still has some weaknesses for vocabulary teaching as follows:

- a. Learning words in context will be time consuming.
- b. Students that lack grammatical knowledge will be difficult to learn words in context.

#### **D. Basic assumption**

Contextual Vocabulary teaching technique is a technique to learn words by presenting them in texts or sentences or by sentence making practice both in spoken and written form. This technique associates words with its contextual meanings and requires students to learn words through text, sentences and sentence making practices. So, it can be assumed that learning vocabulary through contextual teaching technique can help students memorize the words that they have already learnt very well and know how to use the words in context appropriately.

#### **E. Hypothesis**

Contextual vocabulary teaching technique is effective in teaching vocabulary for the Eight grade students of SMP N 2 Sumbang in academic year 2011/2012.