

## CHAPTER II

### THEORETICAL REVIEW

#### A. Vocabulary

##### 1. Definition of Vocabulary

Vocabulary is the total number of words which make up a language. It is one of the language components and no language exists without words (Hornby, 1974: 959). Vocabulary according to Hartman (1972) in Nugraha (1983: 3) is “the stock of words which are at the disposal of speaker or writer. The term vocabulary may refer to all words in the whole language, or the words or phrases used in particular varieties such as dialect, register, terminology.”

From the definition above, it can be inferred that vocabulary is words or list of words with their meanings and they are known by their speaker and used to communicate among those speaker and it is employed by a language, group or individual.

How perfect one's mastery of structural patterns is without sufficient stocks of vocabulary mastery, he must have problem in expressing his ideas and comprehending other people is ideas.

Ungrammatical formulation sentences can still be understood by others in the occasion of conveying ideas, but wrong vocabulary application can cause a miss-communication and miss interpretation.

## 2. The Importance of Vocabulary

Tarigan (1984: 2) points the importance of vocabulary in language learning. He states that language skill mostly depends on the mastery of vocabulary. Those, the more vocabulary mastered by the learners, the bigger possibility that can skill fully use the language.

Vocabulary is used in all areas of communication including reading, writing, speaking and listening. The basic in learning vocabulary is the development in using new words and meaning by using words game, picture and flash card. The students will be interested in learning more about English especially English vocabulary.

Vocabulary is one of the language elements, and there is no language without words. We use vocabulary to listen, read, and write effectively.

## 3. Types of Vocabulary

Richard and Vacca (1989: 229) state that there are three types of vocabulary, namely:

- a. General Vocabulary, which consist of every words widely an acknowledge meaning in common use.
- b. Special Vocabulary, which is made up of words from every general vocabulary, and which takes on specialized meaning when adapted to particular content area.
- c. Technical Vocabulary, which consists of words, which have usage and application only in particular matter field.

The writer was chosen general vocabulary as the object of the research, because it is appropriate to scrambled words. The material which was learned by the students was based on the syllabus which was decided by the teacher.

#### 4. Teaching and Learning Vocabulary

##### a. Vocabulary Teaching

Basically, the aim of teaching English is to make students have four skills namely: reading, writing, listening, and speaking. If we realize thoroughly, we can also understand how important the function of the language as communication tools either verbally or written is (Tarigan, 1984: 21).

There are many ways to teach vocabulary such as;

##### 1) Using Realia

It means that teacher can use real object in the classroom that can easily be taken and seen in to the class. The students are introducing to the words around them. Thus, the word 'a pen' or 'a ruler', etc, can be explain easily by showing them a pen or a ruler directly.

##### 2) Using Picture

Picture is very important for language teaching since they can be used in many ways. The teacher can use it to explain the meaning of the vocabulary. The teacher may draw or showed

house picture, apple, bicycle, etc on the board. It can be used to introduce the meaning of the word.

3) Miming, Acting and Gesturing

Action in particular, they are better explained by the teacher and gesture can be used in explaining word. For example, to explain the word 'writing', the teacher can take a pen, pencil or clack and start writing.

4) Contrasting

It can be used too for explaining meaning. Thus the meaning of "FULL" is better understood in the context of "EMPTY".

5) Enumerating

If teachers are difficult to explain the word visually, they can make a list (or enumerates) a number of words and the meaning will become clear.

6) Giving Explanation

The teachers use this method, they have to be sure that the explanation includes information about the item can be used or when the item is used or what it is used for:

Examples:

- a) Illustration: The teachers want to explain the word 'cup'. He explains: it is a kind of glass; it is used to drink tea or coffee.

b) Illustration: the teacher wants to explain the word 'toothbrush'. He explains: it is kind of toll that is needed when you want to clean your teeth.

#### 7) Translating

It can be used when students do not understand and the teacher, not think to explain it, he can translate, but it should be used with caution (harmer, 1983: 86).

#### b. Vocabulary Learning

Vocabulary is an important thing in learning English. According to Lado (1972: 1) there are several ways that learner can learn English vocabulary, namely:

##### 1) Dictionary

Obviously, a language learner has to have good dictionary, perhaps two, the large and small ones. When she has a trouble in catching the meaning of words, dictionaries can be used effectively. If they aware of word limitation and consult them only to find a quick definition.

##### 2) Personal Note Book

One of the most effective ways to control students' learning of new words is to keep a vocabulary note book. Students may want keep a small one in your pocket so that they can write down words wherever hear or see them, and a large one is desk for study later on.

### 3) Educated Guessing

Often, especially in reading, student will find word whose exact meaning, it is not absolutely, necessary for them to know in order to understand the sentence. Therefore, do not run to dictionary every time they meet strange word, wait and see something else in the context become a clue to its meaning.

### 4) Study words in Families

This is the kind of the study can easily do by students. Words are related in meaning. By this student mean list of items that naturally occur together; part of the human body, article of clothing, food and so on. Each person can make many such as list, according to his interest. Student vocabulary note book should include these lists and add word to them as find them.

## **B. The Scrambled Words**

Scrambled word is a type of language test in the form of jumbled letter order in which the language learners are asked to rearrange it into a good construction (Napa, 1991: 6).

The letter order problem can be identified as the problem of how the language learners can make a good word. Actually it is related to the vocabulary mastery. Given some jumbled latter exercises, student will be able to rearrange them in a proper order and they will try to examine the position of latter word correctly. The student will enjoyable and fun to try them.

Lado (1977: 178) also provided the rearrangement test techniques or scramble word. The scramble word, according to him can be used as a vocabulary test. He then gives explanations that in scrambled words, the part of words are listed in random order and the students are asked to construct a sensible word with them.

Harris (1969: 27) discusses one of those types for the vocabulary mastery. It is called scramble word. He further gives an opinion that the scrambled word is usually found to test the vocabulary mastery.

#### 1. Types of Scrambled Word

Some language testing writers give no clear explanation about the type of scrambled word test. Basically, they have the same concept about what the scramble word test or arrangement test is. Based on how the scrambled words test is constructed. They are as follows:

##### a) Asking the students to rearrange letters, for example :

Questions:

1. e-t-r-i-n-g-l-a
2. q-u-a-r-e-s
3. c-c-i-r-e-l
4. u-v-o-l
5. n-g-t-c-e-r-a-l-c
6. e-v-d-r-i-c-a-n-i-l

Answers:

1. triangle
2. square
3. circle
4. rectangle
5. cylindrical

b) Asking the students to find word according to the box Question:

R	E	S	O	W	J	A	R	U	T	A	S	T
N	A	I	K	A	A	T	I	D	E	A	T	H
N	E	R	A	W	S	O	R	C	H	I	D	I
H	R	A	R	D	M	Y	N	L	A	A	S	B
V	O	U	Q	A	I	N	B	I	L	L	E	I
E	S	D	Y	P	N	U	R	L	O	R	C	S
W	E	O	N	O	E	T	E	Y	T	G	U	C
I	W	E	P	A	R	T	U	P	U	A	S	U
S	U	N	F	L	O	W	E	R	S	A	Y	S



Answers:

R	E	S	O	W	J	A	R	U	T	A	S	T
N	A	I	K	A	A	T	I	D	E	A	T	H
N	E	R	A	W	S	O	R	C	H	I	D	I
H	R	A	R	D	M	Y	N	L	A	A	S	B
V	O	U	Q	A	I	N	B	I	L	L	E	I
E	S	D	Y	P	N	U	R	L	O	R	C	S
W	E	O	N	O	E	T	E	Y	T	G	U	C
I	W	E	P	A	R	T	U	P	U	A	S	U
S	U	N	F	L	O	W	E	R	S	A	Y	S

c) Asking the students to complete the missing letters:

Questions:

1. r \_ c \_
2. c \_ r \_
3. j \_ \_ c \_
4. p \_ an \_ \_ s

Answers:

1. rice
2. corn
3. juice
4. peanuts

(<http://www.manythings.org/sw/scrambled word.html>)

## 2. The Strengths and Weaknesses of the Scramble Words

Harris (1969: 28) states the strengths and weaknesses of the scramble word. He says that as a classroom exercises or informal test on elementary level, this device probably have some merits. While advanced level, however, these items have several drawbacks. First, it is extremely difficult to compose items of just the right level of difficulty. The problem tends to be very easy unless the sentences are made rather longer and complex. Therefore, sometimes this task may become more a test of the intelligence than simple structure control. Secondly, cannot be assembled in a variety of acceptable ways, making the time consuming when large numbers of papers are involved.

### C. Basic Assumption

Scrambled words make the students play with others and any kind of words in which way. They can enjoy the activities because scramble words make them relaxed although it is obviously serious. By given some Scrambled Words exercise, students will be able to rearrange them in a proper order and they will try to examine the position of letter in a word correctly. The students will be enjoyable and fun to try them because they just need to rearrange the letter to be a good word not to make or write word by their own word. Beside that, the activities of finishing scrambled words encourage students to be more analytical in arranging the words because they should

analyze the jumble letter first to make a meaningful word. In this case, the writer has assumption teaching vocabulary using scramble words is effective.

#### **D. Hypothesis**

Based on the explanation above, the writer has hypothesis that teaching vocabulary using scrambled words is effective.

