

CHAPTER II

THEORETICAL REVIEW

A. Vocabulary

1. The Definition of Vocabulary

Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. Richards and Renandya (2002: 81) stated that vocabulary was a core component of language proficiency that provides much of the basis for how well learners speak, listen, read and write. Richards (2000: 70) stated that vocabulary was one of the most obvious components of language and one of the first things applied linguistics turned their attention to.

Pikulski and Templeton (2004: 1) defined vocabulary as the sum of words that are used by and understood by students. One “ use “ vocabulary when one speaks and writes; the term expressive vocabulary is used to refer to both since these are the vocabularies one used to express her selves. One “ understand “ vocabulary when one listened to speech and when one read; the term receptive vocabulary was used to refer to listening and reading vocabularies.

Hornby (2000: 110) in Advance Learners Dictionary of Current English said that vocabulary is: (1) all the words that a person knows or used, (2) all the words in a particular language, (3) the words that people

used when they are talking, and (4) a list of words with their meanings, especially in a book for learning a foreign language.

From the explanation above, vocabulary is one of the basic components of language and very important to learn so one could make communication easily. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.

2. The Importance of Vocabulary

Tarigan (1984: 82) points out of the importance of vocabulary in language learning. He states that language skill depends on competency of vocabulary. Thus, the more vocabulary is mastered, the bigger is possibility that someone could skillfully used the language.

Vocabulary is also important to express idea or to ask something for certain important thing. If someone lack vocabulary, he will not find some difficulties in expressing his idea in oral or written. One should be able to master adequate vocabulary to convey his/her message.

From the explanation above, vocabulary becomes an important thing in learning English. Because vocabulary is the first basic important element in learning English and also when the students will speak, write, read and listen in English, they can not avoid vocabulary.

3. Type of Vocabulary

Hughes (1989: 146) said that there were two types of vocabulary, namely:

- a. General vocabulary, which consists of every word having important meaning in common usage.

Example: table, house (noun), happy, busy (adjective), drink, eat (verb).

- b. Special or technical vocabulary, which takes on special meaning when adapted to a particular subject matter field.

Example: chlorophyll, stethoscope, etc.

So in this research, the researcher used and focus on the general vocabulary (verb, noun, adjective) in teaching and learning vocabulary.

4. Elements of Vocabulary

Vocabulary becomes an important element in learning English, because of some reasons. Firstly vocabulary was the first basic important element in learning English and also when the students would speak, write, read or listen in English of course students could not avoid the vocabulary. Students had to master vocabulary more. Moreover, we know that the lack of vocabulary often brings many troubles for students.

According to Lado (1972 :1), there are several ways that the learner could learn English vocabulary such as:

1. Spelling

Spelling was very important in learning vocabulary. By knowing the spelling of the word, it makes students easier in writing. In the teaching learning process, there were some students that could not spell the word well, because there were some words that had different from what was written. Thus, English teacher should guide the students to spell and pronounce the words correctly.

2. Pronunciation

Pronunciation of a word was what we hear when someone says the word. Most words had only one pronunciation, but sometimes a word had two or more pronunciations. English pronunciation was difficult to learn because it was not related to the spelling of words.

Many other students want to be able to speak English well with understandable pronunciation so that they could communicate without hindrance, because good pronunciation make receiver easier to understand. Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it.

3. Meaning

In learning English especially vocabulary, students should know the meaning of the word. Knowing the meaning of the word would make students easier in using it and to communicate in written or oral. Therefore, guided discovery, contextual guesswork and using

dictionaries should be the main ways to deal with discovering meaning.

Guided discovery involved asking questions or offering examples that guided students to guess meaning correctly. In this way students got 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, guess from the word itself. Knowledge of word formation, e.g. prefixes and suffixes, could also help guide students to discover meaning. Teacher could help students with specific techniques and practice in contextual guesswork, for example, the understanding of discourse markers and identifying the function of the word in the sentence (e.g, verb, adjective, noun) the latter was also very useful when using dictionaries.

5. Learning Vocabulary

Teaching vocabulary was a complex task, besides mastery of the words, also the spelling, pronunciation and the meaning of the words. Those are important elements had to teach by the teacher.

Vocabulary mastery was important in learning English. If the students had some vocabularies, they could make a good communication. Learning vocabulary was learning about a number of words that make up language. It could improve students' vocabulary mastery.

People always try to master vocabulary by using some ways. Rubin (1992: 2) suggests the ways to study the vocabulary. Those were as follows:

- a. The first was choosing the best time so that he did not feel pressured,
- b. The second was trying to find a place free of things that any disturb his studying,
- c. The third was recalling that refers to how much he remember. It was very important in learning a word and its meaning. He should cover the meaning to see if you could recall it,
- d. And then which one the entire exercise was complete, go over the word you have learned. In addition, take a few minutes before a new exercise to review the previous exercise, and
- e. The last was to remembering the vocabulary words, try to use them daily in written on speech.

According to Lado (1972: 1), there were some methods which were able to help the learners to learn and master vocabulary well. Those were:

- a. Dictionary

Dictionary was used when students had troubles in catching the meaning of words. It could be used effectively if they were aware of words limitation and consultation. Students used dictionary to find the new words that they did not understand or only to find a quick definition.

b. Notebook

One of the most effective ways to control the learning of new words to keep vocabulary was notebook. Keep a small one in thenpocket, so if there were new words, it could be written whenever it was heard and seen.

c. Guessing the Meaning

Often, especially in reading lesson, he would find many words whose exact meaning was not absolutely necessary for him to know in order to understand the sentence. Therefore, the students did not look at the dictionary to translate the meaning, but they could see from the words as a clue to know the meaning.

Based on the explanation above, the researcher gets a conclusion that using different method in learning vocabulary could improve students' vocabulary mastery. It also could attract the students in learning vocabulary. They could choose one of them based on their ability.

6. Teaching Vocabulary

Teaching vocabulary was one of the ways to develop English competence of person who were learning English because vocabulary was one of the success keys in learning English. To raise the students' interest in learning vocabulary, the teacher should have the appropriate ways and technique. The mastery of vocabulary teaching would be achieved if the vocabulary teaching was effective. Finochiro (1974: 73-74) has explained

about several premises and comments related to the teaching of vocabulary as follows:

- a. Not all the words the students heard during any lesson become a part of his “active” vocabulary that or even in later lesson. The active vocabulary should be systematically, presented and practice, but some words in the new language would remain “passive” that was we understand them when we hear them but we did not use them in speaking or writing.
- b. New vocabulary items should be introduced in known structures so that it was easy for students to understand them.
- c. Whenever familiar word was met in the new context, it should be taught again and practiced. If possible, only one context should be taught at one time.
- d. Whenever possible, the vocabulary items should be centered about one topic.
- e. Vocabulary items should be taught in the some way, which we teach everything else. We show a picture, puzzle and game.
- f. Students should be encouragement to learn and use nouns, verbs, adjectives and adverbs.

Those principles of teaching vocabulary were to teach the target language. However, the teacher should consider the technique of teaching vocabulary.

Based on the description above, actually teaching vocabulary for the beginner needs many appropriate ways. We had to know how far their competence and what the right technique were. We could not teach just once as students need practice. Through knowing words which had been made by the students, the teacher should review them.

7. Vocabulary Assessment

a. Aspects to Assess

According to Burhan in Permatasari (2011: 14), there were some aspects of vocabulary that could be evaluated:

1) Spelling

It was important to memorize the letter of vocabulary. The students need to know how to spell the words correctly.

2) Pronunciation

This aspect was to know how the students could pronounce the vocabularies that they had been learnt.

3) Meaning

In learning a foreign language, it was necessary to know the meaning of the word. It was to make the students understand what the native speaker means. So, meaning was to know how the students could catch the meaning of the words.

4) Memorizing

It was to know how many vocabularies that the students could memorize well in the teaching learning process.

b. Evaluation of Vocabulary Mastery

In this research, tests would be used by the researcher to evaluate the students' vocabulary mastery. They would be used to measure the students' vocabulary mastery before the action and after the action. From the test, the researcher would be able to know the improvement of students' vocabulary mastery.

1) Test Type

In this test, the researcher would be used matching picture and filling in the blanks tests. Matching picture and filling in the blanks tests were an appropriate test for the students in Junior High School. The use of the tests would improve the students' vocabulary mastery in writing and understanding many words. It was easy for the teacher to evaluate the students' vocabulary mastery. These were the examples of test items:

Match the picture with the correct meaning in the box!

- glasses	- door
- television	- cat
- table	- cupboard
- invitation	- car
- telephone	- mirror





Fill in the blanks with the antonym of the underlined words!

1. Sinta is glad, but Rini is....
2. My sister is clever, but my brother is....
3. Lucky is diligent, but Bagas is....
4. My father looks old, but my uncle looks....
5. Mr. Mario is ..., but Mr. Sam is poor.
6. Anna has ... hair, but Deby's hair is straight.
7. Chiko is strong, but his brother is....
8. This room is clean, but that one is....
9. Uvi's bike is expensive, but my bike is....
10. Deddy is tall, but his sister is ... and fat.

Those were the example of the test items. That include twenty items with two topics. They were about the meaning of the vocabulary and the antonym of the vocabulary. The researcher used the topics because it was not difficult items for the students at Junior High school. The topics were quite familiar for them.

2) Indicator

By making the test items, the researcher has indicators for the students. Those were as follows:

- a. Identifying the form of words.
- b. Understanding the meaning of the words.
- c. Understanding the antonym of the words.

B. Media

1. The Definition of Media

Teaching and learning process can not be done only by lecturing in transferring the message of the knowledge from teacher to the students. To improve the teaching and learning process, there is a need between students and the teacher to use something that can facilitate them, that is media.

Sadiman (1986: 7) states that media are everything that can be used to send messages from the sender to receiver or from the teacher to the students and it can stimulate students' feeling, mind and attention in teaching learning process.

Media in learning process will engage students to learn what the teacher taught and also it can make students understand the material easily.

Media are important elements that can be used in transferring message from the sender (the teacher) to the receiver (the students) to communicate and interact between the teacher and the students in teaching and learning process. Hamalik (1986: 23) states that media in education are tools, methods and techniques used to make communication and interaction between the teacher and the students in the teaching and learning process. According to Hamalik (1976: 23), now media have already been better because the improvement the knowledge, technology and the attitude of the society, thus for educational society media have a good value to improve the quality of education.

There are lots of media that can be used for teaching. Word Wall is one of the media that can make the students more interested in teaching and learning English vocabulary.

From the definition above, it can be concluded that media are important in transferring the message of the knowledge from the teacher to the students because media can be stimulated the students' mind and feel to concern in teaching and learning process. Media are very important to convey a thousand purposes of teaching and learning process.

2. The Reasons of Using Media

Teaching using media really helps the teacher in the class. To make the students focus on the teacher, the use of media really helps the teacher to deliver the material well. According to Sudjana and Rivai (1991: 2), there are some reasons why a teacher will use media to teach. Those are:

- a. Media can make the students interested in teaching and learning process, so the students will be motivated to study.
- b. Media can explain the material clearly, so that the students can understand easily.
- c. By media, the method of teaching will have variation, thus the students are not bored.
- d. By media, the students have many activities such as observation, action and demonstration.

Media become an important part in teaching and learning process and also really help the teacher make the students more interested and focus to the material. Media have important roles in educational world. Sudjana and Rivai (1986: 6) states that to the general roles of media are: explaining the material given by the teacher, motivating students study, being source study for students. One of the media which can make students more interested and understand the material is using Word Wall.

3. The Functions of Media

Media have many functions. According to Sadiman (1990: 16), the functions of educational media are as follows:

- a. To clarify the presentation and avoid verbalism. The success key to increase vocabulary is exposure to new words. It means that the use of media really helps the teacher in delivering the material clearly. So, if they still could not understand the material the teacher can use media to make the students understand the material.
- b. To overcome the limitation of space and time as: the object which is too big to be brought to the class. It can be presented by realia, pictures, film or model. If the object which is too small that our eyes can not see it, we can use micro projector, film or picture. The object which is complicated can be presented in picture.
- c. Media can overcome the passive attitude of the students. It means that the use of media in the class can build the students' motivation to study because they will be interested. It can change the passive students to become active students,

The use of media in the class is appropriate way to build up the students' motivation in teaching learning process so that the students can improve their English vocabulary.

C. Word Wall

1. The Concept of Word Wall

The Word Wall (Green, 1993) was originally designed to develop vocabulary learning skills and to internalize new vocabulary items. The Word Wall helps learners build their vocabulary and improve their language proficiency and ability to function in the target language.

According to Trisha (2001: 3), Word Wall was an organized collection of words written in large print and displayed in an area of the classroom where it could be easily seen. Designed to promote group learning, a Word Wall serves as a great classroom tool for individual student. It provided a rich context for active and ongoing learning that meets the needs of the students. A Word Wall was a constant work in progress as students practice and master each new set of word.

According to Janiel (1999: 102), Word Wall was systematically organized collection of words displayed in large letters on a wall or other large display in the classroom.

Based on the explanations above, it could be concluded that Word Wall was an ongoing, organized display of words that provides visual references for students' learning in the classroom.

2. The Advantages of Word Wall

- a. Word Wall made students active and enthusiastic.
- b. Word Wall could build and improve the students' vocabulary.

- c. The students could work in individual or group. It made them would be more enjoy.
- d. It encouraged students to make connections between new and known words.
- e. It could make the students be easier to remember the new vocabulary.

3. The Disadvantages of Word Wall

- a. Word Wall needed more preparation especially for the material.
- b. It would spend much time and energy.
- c. It would be noisy because sometimes the students move and speak too much.
- d. Not all the students like the Word Wall.

4. Procedure of Teaching and Learning through Word Wall

Wright (1984: 1-3) noted that, why were Word Wall used in language learning? Because Word Wall also could help the teacher create context in which the language was useful and meaningful. Students were interested in Word Wall if the Word Wall that the teacher played were very suitable for them and the teacher did not fell bored in giving the interesting materials. Therefore, the Word Wall should be suitable with the language levels of the students.

Here was an example of Word Wall in teaching learning:

Theme : Food and Drink

Word Wall : Fried rice, noodle, ice tea, milk and apple juice

Instruction : Find the meaning of the word

There were some steps of teaching vocabulary through Word Wall:

a. Preparation

- 1) Teacher prepared the Word Wall for teaching and learning activity.
- 2) Teacher prepared some cards that were distributed to the students. The cards were the answer of the Word Wall.
- 3) Teacher stimulated the students by giving them question related to the material about food and drink.

b. Presentation

- 1) Teacher opened the lesson and asked the students to mention some foods and drinks.
- 2) Teacher wrote down the students' answer on the whiteboard.
- 3) Teacher discussed the answer with the students.

c. Practice

- 1) Teacher divided the students into some groups. Each group consists of three or four students.
- 2) Teacher showed the Word Wall. There were some keywords or clues on the Word Wall.
- 3) Teacher distributed the cards to each groups.

- 4) Teacher explained one of the words on the Word Wall as the example and asked the students to find the meaning of that word.
- 5) Students found the meaning of the word in the cards.
- 6) The group that found the answer could raise the hand, showed the answer and say it. The group that answer correctly would get one star.
- 7) Teacher asked one of the students to spell the word.
- 8) Discussing the word.
- 9) Teacher guided the activity.
- 10) Teacher gave summary and closed the teaching learning.

Teaching vocabulary was a complex task, besides the meaning of the words, also the spelling and pronunciation of the words. The teacher had to teach those elements. Learning spelling was very important because it could improve the students to master of language skills especially reading and writing. The students want to be able to speak English well and understandable pronunciation, so that they could communicate easily. So, the students had to know how to pronounce the words because good pronunciation make receiver easier to understand. Besides those elements, the students had to know the meaning of each words so that they could make a good communication. Word Wall was appropriate media to improve the students' vocabulary.

From the activities above, the students could improve their vocabulary and also easy to memorize the meaning by Word Wall as a media in teaching learning process.

D. Basic Assumption

Word Wall was needed by students in teaching and learning process. Sometimes students could not understand the teachers' explanation because there were still many teachers who explained too much. They just explained and students wrote the material. It made the students feel bored and it would influence the students in learning material. To attract the students' motivation, the teacher could use Word Wall as a media for students to reach the aim of the lesson and understanding the material easily. Word wall was considered as an innovative media to help students got vocabulary. Word Wall would be easy the students in remembering the spelling and understanding the meaning of the words. Word Wall was interesting for students because of their size, kind and color. The students were interested and enjoyable in learning vocabulary.