

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **2.1 The Definitions of Vocabulary**

Vocabulary is taught to beginner students as one of components in learning English. Vocabulary is the whole supply of words which are arranged into sentences, or paragraph and even an essay. Nilawati (2009: 9) states that vocabulary is a central of language and of critical importance of typical language. Without sufficient vocabulary, people can not communicate effectively or express their ideas in both oral and written form. On the other words, vocabulary becomes the vital element in learning a language, without vocabulary people cannot convey meaning and communicate to others.

In the beginner level of English students, vocabulary is very needed to add their words bank to learn English, and to communicate using English. Without vocabulary, students are not able to understand their textbooks, or what the teacher is explaining about.

Therefore, vocabulary is numbers of English words appear in students textbooks which are considered important. Moreover, vocabulary has become the basic thing to be learnt, and it needs to be mastered for the language learners in supporting an effective communication, in neither speaking nor listening.

## 2.2 The Importance of Vocabulary

Learning English requires some aspects, such as skills and language components. When students are developing their listening, speaking, reading and writing skills, they need to master English vocabulary. If students do not know English vocabulary, students will not be able to catch what others say, utter the English words, understand the meaning in written form and spill out what they have in their mind on their books.

A good acquisition in vocabulary is an important thing to have in learning English. The importance of vocabulary acquisition is also stated by El-Nahhal (2011: 15) which states vocabulary plays very important role in teaching other elements of languages and skills. Vocabulary is the tool of thought, self-expression, translation and communication. In any language teaching, vocabulary plays a tremendously important role.

Moreover, the experts said that “the single most important task facing language learners is acquiring a sufficient large vocabulary.” Lewis (2000: 8, as cited in Sanchoz, *et al.* 2007: 1). It is absolutely right that vocabulary becomes a vital thing to be mastered in learning a language. A large numbers of vocabulary can be the key of communication. Without the sufficient numbers of vocabulary, people cannot convey what they want to talk about or listen what people say.

The previous statements indicate that a good vocabulary mastery is very important dealing with the process of learning a language. Without mastering vocabulary when studying English, learners will not be able to

learn other aspects such as comprehending texts, writing, even they can not express their feeling in verbal way or written way. Thus, for those reasons, vocabulary becomes a major point in learning language.

### 2.3 Teaching and Learning Vocabulary

Learning vocabulary is the very heart of learning foreign language. Meanwhile, teachers merely teach vocabulary as the main material. Teachers tend to focus on teaching other materials such as text genre which gives priority to know its general structures, and its purposes, also how to construct the texts. Students will never be able to master foreign language in this condition, since they do not get sufficient vocabulary to understand the materials. Hatch, *et al.* (1995: 368) says that intentional learning, in certain instruction, does aid in the learning of words. However, several studies have shown how few words are learned or taught by direct instruction compared to how many students need to know.

Finnochiaro (1974: 73) states that at the beginning level, teachers should focus on the function words and the more frequently used vocabulary items which are needed to give practice in the basic structures and sounds of the language. Students require words which are related to their environment and experiences. Word collection of everyday life can be the tool to practice which can be more interesting.

Finnochiaro (1974: 73) also claims several premises and comments related to the teaching of vocabulary follow:

1. Not all of the words are heard by students during any lessons need become a part of his “active” vocabulary during that lesson or even in later lesson. Some words in the new language will remain “passive”, if it is always being heard or read. Vocabulary for active use should be systematically presented and practiced in speaking or writing.
2. Whenever possible, the vocabulary items should be centered into one topic. Words about food should be given in one lesson; words about clothing in another; words about weather in still another, and so forth. All words around a “center of interest” (food, clothing, recreation, and so forth.) should not be taught at one time or at one level.
3. Whenever a familiar word is found in a new context (situation or topic) should be taught again and practiced. A review or mention of the known meaning at the word should be made so that students will understand the contrast. If possible, only one context should be taught at one time.
4. Vocabulary items should be taught in the same way teachers teach everything else. Teacher gives their students an understanding of the meaning in many ways. Teachers dramatize, illustrate, show

pictures, paraphrases, and give equivalent if necessary, even use an appropriate technique.

English teachers must know proper techniques to teach vocabulary. These are some proper techniques which are suitable to teach vocabulary, as follows:

1. Card Sort

Card sort is one of active learning techniques which is good to teach the classification of words. Students can have a large number of vocabulary based on its classification. Moreover, card sort activity can make the students be active inside the English classroom.

2. Showing Picture

Picture is a visual image which can be used to explain each vocabulary meaning. Teacher can draw things on the whiteboard or show cards which have picture on it.

3. Showing the Meaning of the Words

According to Allen (1983: 12) in untranslated books, English teachers are expected to provide the definition after reading each English word. In some classes for beginners, English teachers use all three ways to show the meaning of words:

- a. Pictures
- b. Explanations in the students' own language

- c. Definition in simple English, using vocabulary that the students have already known.

Showing the meaning of the words is a quick and simple way to teach vocabulary.

#### 4. Antonyms

English teachers can present the contrast meaning to teach vocabulary. For example: teacher can use the words “big” to contrast the word “small”

To teach vocabulary, teachers must be actively creative to nail lot of words on students' mind, thus, student can recognize and memorize every single word taught by the teacher. Therefore, they can differ words to each type of words and then, they can form sentences with those words with good construction. Thus, English teachers must choose and prepare the appropriate technique to teach vocabulary.

### **2.4 Aspects of Vocabulary**

According to Lado as cited in Mardianawati (2012: 11), there are some aspects to learn vocabulary, such as spelling, pronunciation, meaning, and word use.

### 1. Spelling

Spelling helps students in reading activity. It tightens the connection between sounds and letters. Students need to accustom about spelling to make them easier in writing. In learning English vocabulary, students have some spelling problem because in English words, sometimes, have different sound from what it is written. For example, the letter (I) is not always pronounced /I/. Thus, English teacher must guide his students to pronounce and spell English words correctly.

### 2. Pronunciation

Many students want to be able to make English sounds well with a good pronunciation since not all of English words are pronounced based on the spelling words. Pronouncing the words also enables students to remember it longer and to identify words when it is heard or read. Therefore, teacher needs to guide his students to pronounce English words correctly.

### 3. Meaning

Helping students' vocabulary mastery is one of the important aspect. Knowing the meaning of words helps students to deal with new lexis and expand their vocabulary. In learning foreign languages, students need to know the meaning of the word. It is make the students get familiar with the words, and they can use it to communicate.

#### 4. 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 analyzed them to determine pattern of regional or social usage. Word use may also involve grammar.

In this research, students focused on learning one aspect. It is the meaning of vocabulary.

### **2.5 The Evaluation of Vocabulary Mastery**

In this study, the test would be applied to evaluate the students' vocabulary mastery. The purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing. The use of the test is also to measure how far their competence before the treatment given. There are two kinds of evaluation in writing item (Hughes, 1989: 147), as follows:

#### 1. Recognition

This is one testing problem for which multiple choices can be recommended without too many reservations. For one thing, distracters are usually readily available. The items may involve a number of different operations:

## a. Synonym

Choose the alternative (A, B, C, D) which is closest in the meaning to the word on the left of the page.

For example:

1.                   gleam       A. gather   B. welcome   C.  
                      shine   D. clean

The writer of this item has probably chosen first alternative because of the word gleam. The fourth may have been chosen because of the similarity of its sound to that of gleam. Whether these distracters would work as intended would only be discovered through pretesting.

## b. Definitions

All of the options are of about the same length. It is said that the test takers who are uncertain of which option is correct will tend to choose the one which is noticeably different from others. If dislike intensely is to be used as the definition, then the distractors should be made to resemble it.

Example: 1. Dislike intensely

- a. growl  
b. screech  
c. sneer  
d. loathe
- c. Gap Filling

Context, rather than a definition or a synonym, can be used to test knowledge of a lexical item.

Example: 1. The strong wind ..... the man's efforts to put up the tent.

- a. disabled
- b. hampered
- c. deranged
- d. regaled

The context should not contain words which the candidates are unlikely to know

## 2. Production

The testing of vocabulary productively is more difficult than it is practically never attempted in proficiency test. The information on receptive ability is regarded as sufficient. The suggestions presented below are intended only for possible use in achievement tests.

### a. Picture

The main difficulty in testing productive lexical ability is the need to limit the candidate to the lexical item that we have in mind while using only simple vocabulary.

### b. Definitions

This may work for a range of lexical items:

A ..... is a person who looks after our teeth.

..... is frozen water.

..... is the second month of the year.

But, not all items can be identified uniquely from a definition: any definition of say feeble would be unlikely to exclude all of its synonyms.

### c. Gap Filling

This type is an alternative word to the one we have in mind. It can be solved by giving the first letter of the words, and even an indication of the number of letters.

From the kind of evaluations mentioned, the researcher modified the test how to evaluate students' vocabulary mastery using recognition test. It is definition in multiple choice forms. According to Madsen (1983: 16), multiple choice completions are a good vocabulary test type for students who can read in the foreign language. These are the examples of the test:

No	Kosakata Bahasa Indonesia	Makna dalam Bahasa Inggris			
		A	B	C	D
1.	antik	Smart	Beautiful	Clever	Sweet
2.	anis	Smart	Beautiful	Clever	Sweet

Those are the examples of the test items. There will be 20 questions.

The topics are about noun, adverb, verb, and adjective which are usually used to describe people and things.

## 2.6 The Scope of Vocabulary

### 2.6.1 Scope of Vocabulary Topics

The vocabulary topic that will be used in this research is based on the syllabus of the first grade students of junior high school that should be learnt when the research is being conducted.

The content of vocabulary in the material is about descriptive text. The examples of vocabulary that will be used in that material are words which are usually used to describe people and things like shape, colour, hobby, and so forth.

### 2.6.2 Part of Speech

In spite of learning the meaning of the words, students need to understand about part of speech of the words in order to make them easier in understanding the meaning inside. In the learning vocabulary process, students need to understand the part of speech of the words that they learn from the material. They are as follows:

#### 1. Noun

The examples of noun that will be learnt by students are: cheek, soap, kitchen, bolster, pillow, and so forth.

#### 2. Verb

The examples of verb that will be learnt by students are: like, love, hate, touch, cook, take, and so forth.

#### 3. Adjective

The examples of adjective that will be learnt by students are: pretty, clever, smart, beautiful, sweet, circle, purple, curly, wavy, tall, short, and so forth.

#### 4. Adverb

The examples of adverb that will be learnt by students are: afternoon, often, seldom, every time, carefully, and so forth.

In this research, all parts of speech which are related to describe people or things must be mastered by the students.

## **2.7 Motivation in Learning English**

### **2.7.1 Definition of Motivation**

Motivation is about the state in which students are interested and happy to join class activities. Thus, motivation will make the students become more active and do their best to attain their goals. Motivation is growing along with the needs or pretensions so the doer will do their attainment and show all of their potential optimally in order to make the best result.

Motivation is the vital condition in learning process. The Psychological Principles of Teaching English explains that motivation is an important element in language learning, particularly in learning a second language. It creates interest as well as the need to learn the language. If the need for the language used is felt, it will be learnt easily. Students' interest can be aroused in a number of ways, and language learning can be made increasingly interesting and attractive. It can be done by applying a good technique in teaching and learning process. The purpose of applying a good technique is to make the students maximally give their attention, in such a way they will have their best in learning process.

Sardiman (2011: 73) motivation comes from the word “motive” means a force which is forcing someone to do something. In other words, motive is owned as the activator power which appears from the inner or the outer of someone to act and to attain a particular goal.

Eggen, *et al.* (1994, as cited in Yuan Kong, 2009) suggests that motivation is an encouragement that energizes and directs behaviour toward a goal. Motivation gives advantage to someone to energize, to direct, and to help to make actions in attaining his goal. As the conclusion, having a motivated feeling is able to provide an energizing feeling which helps someone to make actions, moreover motivation can work as a fuel to raise up the desire to attain his goals.

In addition, Gardner, *et al.* ( 1972, as cited in Thanh, *et al.* 2012: 108) motivation research refers to the learner’s desire to learn a language for utilitarian purposes (such as employment, travel, or exam purposes) in the context of language learning, and integrative motivation..

Mc. Donald as cited in Sardiman (2011: 74) claims that motivation is the change of energy of someone and definition of motivation contains three important things:

1. Motivation begins with the change of energy in each person.

Motivation expansion brings some energy to change inside of the neurophysiologic system.

2. Motivation appears marked by feeling or affection included psychological, affection, and emotion which determine human behaviour.
3. Motivation will be stimulated when there is a particular purpose. Thus, motivation is a kind of response from an action. It is true that motivation comes not only from the human itself, but it is also because the stimulation of other elements.

Thus, motivation comes as the response of purposes and appears marked by feeling to act in order to reach the goal.

In conclusion, the word motivation comes from “motive” which means to encourage someone to make action. Possessing motivation can give a lot of advantages, as mentioned previously. Therefore, motivation can energize and support someone to act to attain the goal, the others are; having motivation can determine the direction of behaviour that will be achieved.

### 2.7.2 Kind of Motivations

As mentioned previously, motivation is a trigger of someone to make action. Motivation comes from some point of views as motive.

These are kind of motivations, as follows:

#### 1. Intrinsic

In intrinsic motivation comes from the inner side of someone, there will be no stimulation from outer environment. Eggen, *et*

*al.* (1994, stated in Yuan Kong, 2009) say that intrinsic motivation is a response to needs that exist within the learner, such as curiosity, the need to know, and feeling of competence or growth.

These are the intrinsic factors used students' enthusiasm to follow teaching learning process, students' attention to the teacher's explanation, students' activeness to ask question, students' enthusiasm to do exercises, and students' responses to the teacher's instructions

It can be said that intrinsic motivation comes out from someone's heart and soul to have changes. Intrinsic motivation gives the owners of motivation a sincere and pleasure feeling which come from themselves. Moreover, they will feel that it is important or even challenging to do. Thus, they will not be passive in their effort although they are not influenced by other things or people.

## 2. Extrinsic Motivation

Extrinsic motivation is an active motive which appears because of stimulation from outer side. This motivation can be got in living areas, such as school, parents, teacher, and so forth. These are extrinsic factors used teacher's compliment toward students' participation in teaching and learning process, parents' compliment toward students' achievements,

techniques which motivate students to join teaching and learning process.

Those two kinds of motivation are extremely needed to jack up students' will to follow the teaching learning process. Students who own high motivation will have a good deed and make a big effort to study. It can be compared by students who have strong motivation to study and those who do not. Students with high motivation are commonly brainy and they have better result than those who do not have motivation.

## **2.8 Chain Sentences**

### **2.8.1 Definition of Chain Sentences**

Chain Sentences is one of the techniques which helps English teacher teaching vocabulary by connecting words in good simple sentences to longer sentences. Here, students are taught how to memorize English vocabulary by constructing them using chain sentences.

Chain Sentences is adopted from word games, Word Association stated by Wilson (2003) that it is a common word game involving an exchange of words that are associated together. Using the word association, students will feel fun because it is an enjoyable and active game and also it will develop the ability to cooperate with the other

students. Chain Sentence also uses some words that will be used to construct the sentence and connect it into good long sentences.

When students know how to construct sentences themselves, they will easily memorize each vocabulary. Finocchiaro (1974: 74) states that vocabulary should be practiced as structures are practiced, in substitution drills, transformation drill, and question and answer. Chain sentences is a kind of challenging technique since it can attract students' mind to think, to memorize, and to construct sentence.

### 2.8.2 The Advantages of Chain Sentences

Chain sentences demands students to think. Before Chain Sentences is applied, first, students will be explained about several words and one tense. Simple present tense for example, after students recognize type of words and simple present tense, automatically students are able to analyze word types and think how words can be constructed into good simple sentence to longer sentence in simple present tense .

Using Chain Sentences, students will have long term memory because students are demanded to make simple sentences. It is just like what General Principles of Language Teaching states that from small sentence the students can easily pass on to longer sentences. In case of learning mother-tongue, the students' memory span can create much longer sentences. The facility thus gained in a foreign language enables

the learners expand the understanding of the language material in respect vocabulary items.

Constructing a good sentence is a kind of difficult thing for elementary learners. Sometimes, they get confused to arrange each word into correct pattern of sentences and they often put words in reverse side. For example: “I have a garden beautiful” whereas it should be “I have a beautiful garden”. The example shows that students need treatment from their teacher to help them to correct the sentence. In addition, Chain Sentences is believed to be an ideal technique used for helping students constructing good sentence. Moreover, by using chain sentences students can add more words to make the sentence longer. For instance, they can add “green” so it can be “I have a green and beautiful garden” and so forth.

Being able to think, memorize, and also construct sentence can be good points in learning vocabulary by using chain sentences instead by only knowing the words meaning.

### 2.8.3 Teaching English Using Chain Sentences

In the process of the implementing Chain Sentences, students are given the meaning of English words and the understanding of sentences. If Chain Sentences which the teacher uses is very interesting, then it will attract students’ attention to follow teaching and learning process.

There are some activities of using chain sentences which are differently applied in every meeting. The important thing is students must know the vocabulary given by the teacher and how to construct simple sentences then make the sentences longer. Here are the activities:

#### 2.8.3.1 Chain Sentences I

1. Teacher asks the students to make a group. Each group consists of 7 students.
2. Teacher gives the students' name with numbers.
3. Teacher asks students to construct sentences based on vocabulary.
4. After they recognize all words given, one student speaks one first word as a subject at loud. For example "I"
5. Second student mentions the second word as a predicate, for example "see". Then, he combines the first word mentioned before as subject with his own word as the predicate. It becomes "I see".
6. The next student can add a word as a complement, for example "a girl". Then, she combines the two words before with her word becomes "I see a girl".
7. Although, the sentence which is made before is a correct sentence, the other students can add more words to make it

longer. Thus, the next student can add “beautiful”, so the sentence becomes “I see a beautiful girl”.

8. Teacher can point students to add more words. For example “red jacket”. Then, it becomes “I see a beautiful girl with red jacket”.
9. And so forth.

### 2.8.3.2 Chain Sentences II

1. Teacher divides students into several groups.
2. One of groups can start first and write down the word on the whiteboard, then followed by the other groups until they form one long sentence.
3. Teacher and all students correct the sentence together. If a group makes mistake, their score will be reduced by one point. The correct group collects two points of each sentence. For example “Anggi **gives** **flower** **beautiful** **to** **he** **mother**”. The different colors present of each group. As seen at the sentence, there are two mistakes in blue and dark purple positions. It means that the point of group 2 and 6 are reduced by one point for each group, and so forth.

### 2.8.3.3 Chain Sentences III

1. Students are divided into several groups.
2. Each member of groups gets different words; noun, adverb, verb, and adjective.
3. Each member of groups sticks out words one by one to form a good and correct long sentence. For example :
  - a. Group I, first member sticks “The table”. The second member sticks “is”. The third member sticks “dirty”. Then, the fourth member sticks “wooden” in front of table. The sentence becomes “The wooden table is dirty”. Even, one last member can add more words like “in my room” which turn the sentence into “ The wooden table in my room is dirty ”.
4. All students and the teacher correct all sentences which are formed by all groups. If there is a group who forms the wrong sentence, its score will be reduced by 1½ points.

### 2.8.4 Chain Sentences to Boost Students’ Motivation, and Chain Sentences to teach Students’ Vocabulary Mastery.

#### 1. Chain Sentences to Boost Students’ Motivation

In teaching and learning process, motivation is absolutely needed as the key to push the students make great efforts to attain their goals sincerely. Brophy (2005 as cited in Thanh, *et al.*, 2012)

states once students are motivated, they can complete the given tasks or desired goals. Chain sentences brings variety of benefits to learners; one of the benefits is motivation. Applying Chain Sentences makes a new atmosphere inside English class. It digs up students' desire to join English class because students are challenged to think, and to compete to be the best.

When students are motivated because of the application of Chain Sentences, it will be easier for students to follow the lesson taught.

## 2. Chain Sentences to teach Students' Vocabulary Mastery

Using Chain Sentences to learn vocabulary helps students to memorize longer because Chain Sentences is such a challenging technique because students are demanded to think, to compete, to choose the right words to be constructed, and to repeat the sentences.

Therefore, Chain Sentences is such a fun technique to raise up students' motivation and vocabulary mastery.

## 2.9 Basic Assumption

Based on the explanation previously, Chain Sentences is believed to be an appropriate technique to boost students' motivation which brings challenges to the students in order to make students have the willingness to study. At the end of the learning process, students will be able to master and comprehend vocabulary easily by constructing sentence from simple sentence to longer sentence because students are highly motivated by the implementation of Chain Sentences. Thus, when students have been able to construct good sentences, it will make them easier to memorize English words better than just knowing the meaning of the words.

## 2.10 Hypotheses

Based on the explanation previously, the researcher claims the hypotheses that

1. Chain Sentences has significant impact on students' motivation
2. Chain Sentences has significant impact on students' vocabulary mastery.