

CHAPTER II

THEORETICAL LITERATURE

A. Vocabulary

1. Definition of Vocabulary

In mastering the language skills (speaking, listening, reading, and writing) the students must be taught vocabulary as the elements of language besides pronunciation, grammar and spelling.

Based on Steven (1999:3), a person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually grows with age and serves as a useful and fundamental tool for communication and acquiring knowledge. A vocabulary is commonly defined as all the words known and used by a particular person.

Vocabulary is the total number of words in a language or list of words with their meaning (Homby, 1995:461). Besides that, Napa (1991:6) states vocabulary is one of the components of language, and that no language exists without words.

From those definitions, vocabulary is the component of language in lists of words, and its meaning is used by a particular person and familiar to that person.

2. Types of Vocabulary

According to Richard and Vacca (1989:299), vocabulary is divided into three, namely:

- a. General Vocabulary, which consists of everyday words widely acknowledged meaning in usage.
- b. Special Vocabulary, which made up of words from every general vocabulary, and which is taken on specialized meaning when adapted to particular area.
- c. Technical Vocabulary, which consists of words, which have usage and application only in particular matter field.

While Marshall (2010: 1) states that there are four different types of vocabularies. Those types are:

- a. Reading Vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

- b. Listening Vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Writing Vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking Vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures. Moreover, Whorf's hypothesis stated that focal or speaking vocabulary is a specialized set of terms and distinctions that is particularly important to a certain group; those with a particular focus of experience or activity. A lexicon, or vocabulary, is a language's dictionary, its set of names for things, events, and ideas. Some linguists believe that lexicon influences people's perception on things. The writer will use general vocabulary in measure the students

3. The Problem of Learning Vocabulary

Quoted by Ngesty (2001: 16), the basic problems faced by students in learning vocabulary are:

a. Pronunciation and Spelling

The following are some of pronunciation and spelling problems:

- 1) Similar sounds in the two words which have different variants.

Example: /nait/ tends to word night or knight?

- 2) Difficult in stress, intonation and produce sounds.
- 3) Misunderstanding between speaker and hearer.

Example: if the teacher said “sheep” then the students wrote “ship”.

- 4) The students do not know the spelling of words.

Example: the students do not know how to spell the word correctly, like “book” tends to spell /bok/ or /buk/.

The learner makes mistakes in spelling is in fluency by pronunciation, he tends to write or spell like pronounces it.

b. Memorizing

The following are some memorizing problems:

- 1) The students have low motivation to learn vocabulary.
- 2) The students are reluctant to memorize the new words.
- 3) The students do not always use the words which they have known to communicate in daily activities. The longer they meet the words, the faster they forget them.
- 4) Some English teachers do not find and use proper teaching techniques, which maintain the student ability of memorizing the words.

c. Using Words in Sentences

Besides the problems quoted above, the other problems that are no less important is a use word in sentences. Disorder arrangement of word in makinga sentence will make misunderstanding to the message

that will be conveyed. We also should choose appropriate words to use in correct contents.

In making sentence, we must know the parts of speech. According to Barron (1994:102), words such as noun, adjectives, verb and adverb are called parts of speech. These ending usually will change the words into noun, adjectives, verb and adverb. See table 1 below:

Table 1
Part of speech

Noun	Verb	Adjectives	Adverb
-ance	-en	-able	-ly
-ation	-Ify	-ible	-ward
-ian	-ize	-al	-wise
-ism		-ful	
-ist		-ish	
-ment		-ive	
-ness		-ous	
-ship			
-or			
-er			

In some vocabularies, there are words that have similar spellings. Usually, these can make the students confuse in pronouncing the words and find out the meaning. Those similar words can be seen from the table below.

Table 2
Similar Words

Common similar words			
accept	except	accede	except
advise	advice	advisory	advisable
affect	effect	affection	effective
borrow	lend	loan	lease
develop	expand	elaborate	enhance
lose	loose	loss	lost
money	cash	currency	coin
obtain	earn	win	achieve
Raise	Rise	Elevate	Ascend
Say	Tell	Speak	Talk
Travel	Commute	Go	Journey

Example:

Incorrect : Mr. John said secret to schedule a meeting.

Correct : Mr. John told to schedule a meeting.

“Say” is followed by direct object. “Tell” is followed by an indirect object. Use “say” when we just say something. (Mr. John said secret to schedule a meeting). Use “tell” when we say something to someone else. (Mr. John told secret to schedule secret to schedule meeting).

4. Basic English Vocabulary

Several word lists have been developed to provide people with a limited vocabulary either quick language proficiency or an effective means of communication. Ogden (1930) created Basic English (850 words). Other lists include Simplified English (1000 words) and Special English (1500 words). Another source stating about vocabulary scoring from ELPA (English Language Proficiency Assessment). Vocabulary scoring can be seen below:

Table 3
Estimated Vocabulary Size

Correct responses	Estimated vocabulary size
20 – 25	Less than 2000 words
26 – 30	1900 to 2200 words
31 – 35	2200 to 2600 words
36 – 40	2600 to 3000 words
41 – 45	3000 to 3500 words
46 – 50	3500 to 4000 words
51 – 55	4000 to 4500 words

56 – 60	4500 to 5000 words
61 – 65	5000 to 5700 words
66 – 70	5700 to 6500 words
71 – 75	6500 to 7300 words
76 – 80	7300 to 8000 words
81 – 85	8000 to 8800 words
86 – 90	8800 to 9600 words
91 – 95	9600 to 10200 words
96 – 100	10200 to 11000 words
101 – 105	11000 to 12000 words
106 – 110	12000 to 13000 words
111 – 115	13000 to 14000 words
116 – 120	14000 to 15000 words

5. How to Develop Students Vocabulary

Learning vocabulary is a very important part of learning English be wrong, but very often, people will understand them anyway, but if they do not know the exact word that they need. It is very frustrating for them and for the person they are talking, good English means having a much vocabulary.

London in Hello (1997:10) tells in “Sailor Horse Back” that one of the greatest things in the word was words, beautiful words and musical words. London always had a dictionary at hand. He would like to write

new words or piece of paper and hang them where he could see while dressing or string them on a line with clothespins so he could study them. Jack London wanted aggressively to increase his vocabulary.

No bodies ever learn all the words in any language without any effort. These following methods as stated by Lado (1972:1) may be able to help students' effort to learn and master vocabulary well.

a. Guessing the Meaning

It is estimated that vocabulary comes out between 100.000 to 200.000 words including the word derived from the same root (specific and specifically), the problem is, how many of those have the teacher taught the meaning to the students. Perhaps it is only a small percentage they have to learn the other words by using their own way including looking up in the dictionary, of course it is a boring activity.

b. Aid the Memory

One of the most effective ways to control the learner's new word is to keep a vocabulary notebook. The students may keep the book always in his pocket, so he can write down at once the word he thinks is difficult whenever he comes across it in a reading passage or in a spoken conversation. Some language learners, instead of keeping a pocket notebook, use a flash card. Flash card is a small card where on one side of it they write the foreign language word for example sand (pasir), on the other side is written the definition. Whenever they have

time, they'll look the card, look and control how many word they have managed to remember.

c. Dictionary

Obviously, a language learner has to have at least a good vocabulary, either one ore bi-lingual. Meanwhile, do not ever or always run to the dictionary every time there are trouble in comprehending a meaning of word, other wise, use it if it is really needed.

6. Vocabulary Test

Edwind Wand and Gerald in Wayan Nurkancana and Sumartana (1986: 1) states that evaluation refers to determine the value of something. Based on the opinion above, it can be concluded that language evaluation is the act or process to determine the value of something relating to language, there are many steps to organize the evaluation, for example: Determine the aims, selecting the proper instrument, organizing the measurement, scoring, analyzing and interpreting the score, making a good note, and using the result of measurement (Stanley in Nurkancana: 1986)

a. Test and Vocabulary Test

Referring to step number two above, the writer in his analysis on the vocabulary knowledge of the first year students of SMP Muhammadiyah 1 Purwokerto use the test instrument. Then, what does test means? Sumartana (1986: 25) points out that: Test is a task for a researcher that

have done by the students to get the attitude score or achievement to compare with the school grades or standard score which decided.

After knowing the meaning another question is, what does the language test mean? Heaton (1975: 26) states that language test is primarily as a means of accessing the students performance in the language and test of vocabulary measure the students knowledge of the meaning of certain words and words groups. The kinds of the test of vocabulary are:

- 1) The student's active the vocabulary test (the words a student should be able to use in speaking and writing).
- 2) The students passive vocabulary test (the words a student be able to recognized and understand when the student listening to someone on reading).

The Criteria of a Good Test

After knowing the meaning of test, language test and the vocabulary test. What are the criterions of good test? Arikunto (1993: 39) states that a test can be said good as a measurement if it has some requirements, those are:

1) Validity

A test can be said valid if the content of the test is consistent with the stated go for which the test is being administered.

2) Reliability

A test is reliable if the result of it shows constancy. It means that if the test is tested in another time or place, the result of it is constant.

3) Objectivity

A test is objective if in the implementation there is no subjective influence.

b. The Technique of Vocabulary Test

According to Heaton (1975: 30) the techniques of vocabulary test are:

1) Multiple Choice Items

a) Type 1

In this type is recognition items, the stem is replaced by pictures.

b) Type 2

The stem consists of a definition. The student has to select the correct option t which the definition refers.

c) Type 3

The stem consists of a lexical item. The student has to select the best synonym or definition.

d) Type 4

The stem consists of a sentence

2) Sets (Associated Words)

a) Type 1 (Recognition)

b) Type 2 (production)

3) Matching Items

a) Type 1

Writing the correct words form the list.

b) Type 2

Completing the sentences with the most suitable word.

c) Type 3

Choosing the word which is most suitable for each blank. In this type is all the lexical items tested are adverbs.

d) Type 4

Finding the correct meaning in a list for each word in other line.

e) Type 5

Choosing one word from a list and put it after the word in other list.

4) Completion Items

a) Type 1

Put 2 or 3 letters in the brackets in front of the word.

b) Type 2

1) Completing the blanks. Words or phrases similar in meaning are given the brackets.

2) Completing a number of incomplete words.

5) More Objectives Items

a) Type 1

Words formation test items

b) Type 2

Items involving synonyms.

c) Type 3

Rearrangement items.

d) Type 4

Definition

The techniques of vocabulary test used by the writer are:

- 1) Multiple choice
- 2) Sets (Associated Words)
- 3) Matching Items

B. Knowledge

1. Definition of Knowledge

Prusak (1998:5) defines knowledge as a fluid mix of framed experience, contextual information, values and expert insight that provides a framework for evaluating and incorporating new experiences and information.

Moreover, Drucker (2011:1) states that knowledge is information that changes something or somebody — either by becoming grounds for

actions, or by making an individual (or an institution) capable of different or more effective action.

2. Types of Knowledge

According to Locke (1689:1), there are several types of knowledge.

Those are:

- a. **Explicit knowledge** can be articulated into formal language, including grammatical statements (words and numbers), mathematical expressions, specifications, manuals, etc. Explicit knowledge can be readily transmitted others. Also, it can easily be processed by a computer, transmitted electronically, or stored in databases.
- b. **Tacit knowledge** is personal knowledge embedded in individual experience and involves intangible factors, such as personal beliefs, perspective, and the value system. Tacit knowledge is hard to articulate with formal language (hard, but not impossible). It contains subjective insights, intuitions, and hunches. Before tacit knowledge can be communicated, it must be converted into words, models, or numbers that can be understand.