CHAPTER II

REVIEW RELATED LITERATURE

This chapter discusses some important ideas and theories in conducting the research. It includes definition of Vocabulary, The position of vocabulary in language, Classification of vocabulary, Strategies in teaching vocabulary, and previous studies. The descriptions are as follow.

A. Vocabulary

Vocabulary is a set of familiar words within a person's Language. Linse (2005: 121) state that vocabulary is the collection of words that an individual knows. Meanwhile Carpenter & Olson (2011) vocabulary is an essential component in second/foreign language learning because it is needed for expressing meaning and conveying thoughts through both receptive and productive skills. According to Wikipedia, a vocabulary usually developed with age, serves as a useful and fundamental tool for communication and requiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

Vocabulary can be defined, roughly, as the words we teach in the foreign language. So, if the new vocabulary will be assumed as a vocabulary if it comes from a foreign language. Barnhart (2008: 697), he interpreted vocabulary as follows:

> a) Stock of words used by person, class of people, profession, etc.

b) A collection or list of words, usually in alphabetical order and defined."

A collection of words or phrases that are usually arranged in sequence and translated (defined) can be called as Vocabulary. The following is a vocabulary definition from the Merriam-Webster online dictionary:

a) A list or collection of words or of words and phrases usually alphabetically arranged and explained or defined **:** lexicon

b) *a* **:** a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge *b* **:** a list or collection of terms or codes available for use (as in an indexing system)

c) A supply of expressive techniques or devices (as of an art form)

As part of the language system, vocabulary is intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most languages into "grammatical words," such as prepositions, articles, adverbs, and so on. Qi Pan and Runjiang Xu (2011) vocabulary is the basic material to put into the patterns, cause there is no sentence, no essay, and even no language without vocabulary. Vocabulary refers to as nouns, verbs, adjectives, pronouns and etc. Many words have several different meanings; one must study the meanings of the words and the part of speech, the words in context

and etc. Schmitt (2000) a word family is usually held to include the base word, all of its inflections, and its common derivatives. Vocabulary is vital to communicating with others and understanding what one is reading.

According to Mofareh (2015: 24) stated that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. Vocabulary is a total number of words that (with rules for combining them) make up the language. According to lexical field theory, the vocabulary of a language is essentially a dynamic and well-integrated system of lexemes structured by relationships of meaning. From the definition above, it seems that vocabulary is all words of language used by the person to give information to other people. The writer can conclude that vocabulary is the numbers of the words in a language which must be known by students to develop all skill of English, without have vocabulary the students cannot master of English as foreign language.

B. The Position Of Vocabulary In Language

Every English student has to be mastered in every skill in English including speaking, reading, writing, listening. Understanding those skills the students also have to increase their ability in English component such as Grammar, Vocabulary and Pronunciation. The position of Vocabulary in language is as the component of language. In Components of Language, Linguistic study involves a search for patterns in the way speakers use the language. Linguists aim to

describe these patterns by reducing them to a set of rules called a grammar.

1. Phonology: Sounds

   The study of the sounds of language and the analysis and classification of phonemes is called phonology. The sounds of human language are produced by a set of organs. The actual sounds that come out when we speak are called phones.

2. Morphology: Word Structure

   Morphology is the study of word structure and formation and systematic way of how words can be put together. It discusses morphemes, affixes, intonation, stress, synthetic language, agglutinative language, and fissional language.

3. Syntax: Sentence Structure

   It is the study of sentence structure, the grammatical arrangement of words, phrases, and clauses for creating well-formed sentences. It defines parts of speech. To put orderly nouns, adjectives, adverbs into sentence to make it articulate.

4. Semantics: Meaning

   The study of meaning, expression, signs, symbols, denotation, connotation, metaphor, allegory, simile, and use of words phrases.

C. Classification Of Vocabulary

Classification is Systematic arrangement in group of categories according to established criteria. The words divide into eight classifications, those are:

1. Nouns: Reference to an object. Such as: bits, pieces, record, player.

2. Pronouns: Personal, possessive, reflexive, reciprocal, demonstrative, relative, interrogative, indefinite. Such as: I, them

3. Verbs: Predication of an action. Such as: like, looking, doing, to look.

4. Adjective: Modification by a property. Such as: old, second, new.

5. Adverb: A word which modifies the meaning of a verb, an adjective or another verb. Such as: up, cheerfully.

6. Preposition: A word placed before a noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else. Such as: for, like.

7. Conjunction: A word which merely joins together sentences, and sometimes words. Such as: and, or.

8. Determiner: A word that comes before a noun and points it out without describing it the way that an adjective does. Such as: in the phrase my boyfriend, that strange woman. The word my and that is determiner.

According to Thornbury's book (2002:3-8) there are six kinds of vocabulary. He attempted to cover the main ways in which words are described and categorized.

a) Word Classes: It falls into one of eight different word classes. In grammatical structure, it is known as part of speech.

b) Word families: It comprises the base word plus its inflexions and its most common derivatives. Inflexions and derivatives are both formed by the process of affixation. In the end of words are called suffixes, while beginning of words is called prefixes.

c) Word formation: Affixation is one of the ways new words are formed from old. Another one is compounding, that is the combining of two or more independent words as in the case of second-hand, word processor, paperback. Two words can be blended to form one new one: breakfast + lunch: brunch, information + entertainment: infotainment. Or word can be coopted from one part of speech and used as another, a process called conversion. Typically nouns are converted into verb. Finally new words can be coined by shortening or clipping longer words: Flue from influenza and email from electronic mail.

d) Multi-word units: Even when words are not joined to form compound, we have seen that groups of more than one

word, such as bits and pieces, do up, look for, can function as a meaningful unit with a fixed or semi-fixed form. Technically these as known as multi-word units, but they are often called simply lexical chunks.

e) Collocations: Two words or more that two words are collocates if they occur together with more chance frequency is called collocations, for example: this week, one more, as well etc.

f) Homonyms: Words that share the same form but have unrelated meaning are called homonyms, for example: how like and like can be two quite different words: I like looking, look like. English is rich in homonyms: well, bat, shed, left, fair, etc.

Based on Judy K. Montgomery's book, there are four main Types of vocabulary.

a) Reading Vocabulary - A learned person's reading vocabulary is all the words he or she can identify when reading.

b) Writing Vocabulary - Words are used in various forms of writing from essays to twitter feeds. A writer will have his own preference as to which synonyms to use from the entire word list.

c) Listening Vocabulary - A person's listening vocabulary is all the words he or she can recognize when listening to speech or communication.

d) Speaking Vocabulary - A person's speaking vocabulary is all the words he or she uses in communication.

D. Strategies In Teaching Vocabulary

Strategy defined as the efforts of the teachers in learning process so that the purposes of the learning can be achieved. Teaching strategies was a plan of the teacher designed learning process in achieving learning purposes. There are many kinds of teacher strategies in their teaching, depending on what information or skill the teacher is trying to convey. According to Larsen & Freeman (2000) some of the kinds of Techniques in language teaching are: The Grammar-Translation Method, The Direct Method, The Audio-lingual Method, The Silent way, Desuggestopedia, community language learning, total physical response, communicative language teaching, content and task-based and cooperative learning.

Mothe (2000) Teachers can use innovative strategies to present vocabulary in the classroom including:

1. Showing picture: Charts, pictures and maps can be used to develop students' understanding of a particular concept or word. There are some good picture dictionaries available in the market. Teacher should make use of such dictionaries. For instance, using a picture of a 'fish', words related to the

fish, such as gills, eyes, backbone, cold-blooded, water, big, small etc. Some words work well with pictures, particularly nouns. This can also be a good way to introduce blocks of related words, which is often utilized in foreign language classes, such as nouns and verbs related to the classroom or the house.

2. Teaching words in the context: Setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary. Maintaining the context and making sure the language surrounding the context is easy to comprehend, the teacher should start eliciting the target vocabulary.

3. Etymology: The etymology of a word is often found much easier to be comprehended than the bare linguistic symbol and its present semantic meanings. So, whenever we teach an English word that is completely strange, we can ask students to look it up in a dictionary or other reference books, and or surf on the internet to find its origin. The interesting stories behind a word's birth can be a very good reminder for students to remember the particular word. Thus, learning the etymology of a word will certainly promote students' comprehension of new words.

4. Associated Vocabulary: The teacher can be easy to teach these entire words altogether. For example, it is easier to teach words like orange, banana, grapes, lemon, pineapple, mango, and watermelon together in the context of 'fruits' than to teach anyone of these words in isolation.

5. Dictionary: The teacher should encourage students to search words in dictionary. Dictionary work was laborious but necessary, and that ESL college students need to be taught practical use of the dictionary.

6. Synonyms and antonyms: Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly. These can be effective since they build on words and phrases that students already recognize. Adjectives often have several symptoms, and phrasal verbs will usually have a non-phrasal verb equivalent. The teacher can ask the students to bring five new words then ask the students to spelling, its meaning and the synonyms. For antonyms, the students were asked to make lists of opposite words. Two groups were made; one group gave one word while the other group asked to give an opposite word to it. For example, sharp/blunt, rude/polite, flexible/rigid, generous/mean etc. One group gave word 'sharp' and the other group gave opposite word for it as 'blunt'.

7. Crossword puzzles: It offers an entertaining way of reviewing vocabulary. Students can do the puzzles in class in pairs, as a race with other students, or at home as homework. The teacher can also design a "Word Puzzle," which is also called a "Word Cross", asking the students to cooperate in groups to find and circle the words that the puzzle contains. The teacher might also place several versions of the word in the puzzle, with only one of them being the correct spelling. The students must circle only the word with the correct spelling.

8. Reading words aloud: Reading words aloud is also very beneficial for the students to build up their vocabulary mastery. Sound can be an easy way to illustrate words that describe sounds, such as whistle, scratching, and tinkling. You can make the sounds yourself, or bring in tapes or CDs for students to listen to and write down the words that they hear. The situation can be made easy and interesting, if the teacher of English selects the vocabulary, grades the vocabulary and uses different techniques in the classroom.

9. Role-play: It is to create the presence of a real life situation in the classroom. It is important in the classroom communication because it gives students an opportunity to practice communicatively in different social contexts and in

different social roles. The teacher can ask the students to speak free or do conversation about daily activity.

10. Showing Video: Select a video segment that contains a series of actions or visual detail. Provide the learners with a list of target vocabulary words and ask them to construct a paragraph that incorporates as many of the words as possible. This activity is best done after the learners have seen the video. As they learn how to use more vocabulary properly, you will see an improvement in their writing and speaking.

Anuthama (2010) said that the teacher can use innovative methods for teaching vocabulary by using ripple effect, word wall approach and using color.

1. Ripple effect: The teacher can help learners understand that the majority of English words have more than one meaning. These meanings of a word are often related. There is almost always a core meaning with all the other meanings coming from it and with the help of imagination and association the meanings can be linked together. For Example, the core meaning of "green" which is the color of growing grass. This meaning expands to describe anything which has that color such as "greens," "greenery," "greenfly," "green signal" etc. It further expands to abstract ideas like the ones

associated with "greenhouse," "green revolution," "greenbelt," etc.

2. Vocabulary in Color: Coloring words helps learners to concentrate on the task and extends the time and attention learners give to each word to be learnt. Underlining words or decorating them with colored pencils is an activity no student can get wrong and the feeling of success is extremely encouraging for all learners. Texts and exercises colored with pencils look more familiar or personal to learners and are much easier to work with, than clean texts while revising the material.

3. The word wall approach: In the word wall it is possible for learners to see, touch, hear, say and write the words, resulted in greater vocabulary retention and an enthusiasm for learning vocabulary. So the Word Wall provides opportunities for multiple exposures to lexical items. It encourages learners to make connections between new and known words. It can be used in response to meaningful contexts or to build relevant contexts around new words. Equally important, the Word Wall promotes active learner involvement, a key to effective learning in general.

In other hand Shen wei-wei (2003) said that Effective vocabulary learning strategies can be illustrated by the dimensions and dynamics of a 5R model – receiving, recognizing, retaining, retrieving,

and recycling in four language skills. In step receiving, learners have a number of choices for encountering new words. They may find out new words, either incidentally or intentionally, through the four main language skills, audio or visual materials, and from teachers, native speakers or other learners. It has been maintained that to achieve natural incidental acquisition, learners should use high contextualizing resources.

In step recognizing, after encountering and identifying new words, learners usually either consciously or subconsciously make efforts to recognize them. Then in retaining, Learners may use guessing or analyze the meanings of the words through any morphological elements that they have seen before, associate or create an image of the new words from sound or form. Then the students are retrieving the words from their memory, and the last is recycling in four language skills.

E. Previous Studies

There are several previous studies that have conducted a research about the teacher's strategies in teaching vocabulary. The previous studies will be explained below:

1. Lai, Yu-ling (2005), the researcher conducted the study by the tittle "Teaching Vocabulary Learning Strategies: Awareness, Beliefs, and Practices. A Survey of Taiwanese EFL Senior High School Teachers". The present study attempted to elicit information about teachers' awareness and beliefs based on individual learning

experience, and further examine the correlations between teachers' beliefs and their teaching practices. Beside that the researcher investigated about the popular vocabulary learning strategies which were used by the Taiwanese English Teacher in senior high school. The approach of the research is correlation research. The subject of the study was twenty Taiwanese English teacher. A questionnaire was developed by the researcher for collecting the data. The result showed that oral repetition, extensive reading, self-testing and a variety of partially contextualized vocabulary learning activities were rather popular among the teachers and there existed positive correlations between the teachers' beliefs and their instructional practices.

2. Alabsi (2016) the researcher conducted the study by the tittle "The effectiveness of role play strategy in teaching vocabulary". The researcher investigated about significant difference in the average mean score on the vocabulary achievement test between learners who will be taught by using a role-play strategy and those who will be taught without a role-play strategy. The approach of the study is quantitative. The design which is used by the researcher was quasi experimental. The sample of the study is EFL students at a secondary school in Al-Madinah, West Saudi Arabia. The data was analyzed by T-test. The result of mean value of the experimental group observed (36.0) was greater than the mean for the control group (32.6). This means that using a role-play strategy in EFL

classes is worthwhile, and more effective than using the traditional vocabulary teaching.

3. Alshwalah (2009) the researcher conducted the study by the tittle "The effect of a blended learning strategy in teaching vocabulary on premedical students' achievement satisfaction attitude toward English Language". The study aimed to investigate the effects of a proposed blended learning strategy in teaching medical vocabulary at Arabian Gulf University. The approach of the study is quantitative and it used true experimental. The sample would be 50 students of Arabian Gulf University in the coming years. The instruments used in this study were questionnaires. The results of this study indicated that the proposed blended learning strategy did not improve the students' achievement and attitude towards English language. However, the students were satisfied with the proposed blended learning strategy in teaching vocabulary.

Those previous studies had similarity to conduct a research on strategy in teaching vocabulary. However each research had different strategy which is used by the researchers. The first previous study found that using oral repetition, extensive reading, self-testing and a variety of partially contextualized vocabulary learning activities are more popular strategies. The second showed that using a role-play strategy in EFL classes is worthwhile and more effective. Then the third showed that blended learning strategy was not effective strategy in teaching vocabulary. For research method the first study used

correlation research as the approach. The second and the third study had the same approach, that is quantitative but in different research design. The second study used quasi experimental and the third study used true experimental. The first and the third study had the same data collecting method, which was questionnaire and for the second study used test. The first and the second study had positive result and the third study had negative result. Based on the previous study above, here the researcher also conduct a research about strategy in teaching vocabulary but in different approach. The researcher uses descriptive design with qualitative as the research design.