

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter present a literature review, review of relevant studies, and conceptual framework. In the literature review and review of relevant studies, the researcher examines some theories that become the frame of thoughts of the study. In the conceptual framework, the research relates the theories to the study.

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is the body of words used in particular language, occasion, or particular sphere. Yet vocabulary is much more than just single words, vocabulary refers to all the words in a language. Harmon, Hendrick Wood (2005:261) in their article “*Research on Vocabulary Instructions for Struggling Reader*” stated that vocabularies tends to the all their characteristics, whether related the selected word based in the function of context used, or the word formation process and the creation of the communicative language not only in orally but also written interaction. Vocabulary is a core component of language proficiency and it provides much of the basis for how well learners speak, listen, read, and write, (Richard and Renandya (2002). It means that vocabulary will effected all the English skills that are listening, reading, speaking, and writing.

2. Kind of Vocabulary

In other references researcher finds the other kinds of vocabulary. In *Teaching and Learning in the Classroom*, (2003:116) Hedge divides vocabulary into two kinds, they are : passive vocabulary and active vocabulary.

a. Passive vocabulary

Passive vocabulary contains all the words that you understand when you read or listen, but which you do not use (or cannot remember) in your own writing and speaking or the vocabulary which can be recognized when encountered, for example in a text. But, the learner can not easily produce in speech or writing as active vocabulary.

b. Active vocabulary

Active vocabulary is all the words you understand, plus all the words that you can use in speech or writing form.

3. Kind of Vocabulary Topics for Elementary Students

At the beginning of elementary level, it certainly seems a good idea to provide sets of vocabulary that students can learn. Most of these early words will be constantly practiced and so can be considered as active. The using of active vocabulary can be shown by the students in speaking and also in simple writing, Laila (2013).

The students can learn passive vocabulary in high school. The words given in elementary school are the words that they find in the environment surrounding them, they are:

- a. Library : reader, library card, bookshelf, reading, librarian, magazine.
- b. Transportation : truck, motorcycle, bicycle, car, bus, train, plane.
- c. Shapes : cylinder, rectangle, square, triangle, cube, pentagon, oval, cone.
- d. Weather and season : wet, warm, rainy, foggy, snowy, sunny, wet season, dry season, winter, spring, summer, autumn.
- e. Profession : doctor, architect, farmer, mechanic, teacher, postman.

These all can be developed by the teacher by using certain method that related to the situation and condition of his or her students.

4. The Significance of Vocabulary

Wilkins (1972) said, without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed. A wide ranging vocabulary helps in contenance and communication. The range of vocabulary is directly interconnected to reading ability. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own idea. Particularly as students develop greater fluency and expression in English, it is significant for

them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies. Schmitt (2010) noted, learners carry around dictionaries and not grammar book. It means that vocabulary has a significance need to learn to develop English language. Teaching vocabulary helps students understand and communicate with English Language.

B. The Principle of Teaching Vocabulary

In teaching vocabulary is important to know the several techniques of teaching vocabulary. The techniques helps the students easier to improve vocabulary achievement. Brown (2001:16) defined techniques is any of a wide variety of exercises, activities, or task used in the language classroom for realizing lesson objective. Grain and redman (2003: 23) said there are many techniques of vocabulary teaching. There are: mime and gesture, vusual aids, verbal explanation, and contextual guesswork.

a. Mime and Gesture

In this technique, a teacher can use real object and command. In real object, the teacher can use something available in the classroom such as whiteboard, clock, marker, and so on. In using command, a teacher can give command such as open the door, open the book, read this word, etc. Another example is teaching part of body, a teacher can give command such as raise your hand, put your left hand and your headd, etc.

b. Visual Aids

In this technique, a teacher can use picture, photograph, flashcards, and whiteboard. One of the visual aids which used by the teacher often is whiteboard. For example, the teacher writes words and their meaning on the whiteboard then the students come forward to write sentence which related the word. By using whiteboard the teacher gives more explanation and correct the students' exercises clearly.

c. Verbal Explanation

In this technique, a teacher should select and provide words will be taught based on the students' level, the aim and the time allocated. A teacher can explain the synonym, antonym, and definition of the words. The use of this techniques is often quick and efficient way of explaining unknown words, but usually the students are bored during teaching and learning process.

d. Contextual Guesswork

In this technique, the students learn vocabulary from a text. The students can understand the meaning of difficult words from a text trough deducing meaning from context, deducing meaning from form, word association and word formation.

C. Models of Teaching Vocabulary Using TBL

Text based learning (TBL) is learning English through the text. This strategy based on idea that learning to use English is proven when the teacher gives students the model of complete spoken or written text within an appropriate situation, help them to construct the text together before their own

work, Arimbawa (2012). Depdiknas (2004) determine the aim of teaching language is developing the students' competency to communicate with oral or written form. Hammond, et.al. (1992) construct the four stages in teaching and learning language through the text. The four stages are :

1. Building knowledge of field

This step is used to introduce a new topic of the text to be talk. The activity occurs between teacher and students or students among themselves. In this stages, they will share experience, and control of relevant vocabulary (learners try to build up an extend vocabulary relevant to the topic or text type).

2. Modelling

Some typical activities in this stage are: giving example of text that the students will produce/write. The example can be oral or written text, discussing the purpose of the text (e.g. the purpose of descriptive text is to describe something such as describing a person's profession). In this stage, focused on the analyzing the genre of the text related to the course.

3. Joint construction of the text

Typical activities in this stage are: teacher and students are developed a certain text related to the topic (e.g. describing a person's profession). The activity can be done by small group discussion, or the whole class. In this stage, teacher acts as guide to the students.

4. Independent construction of the text

After the students are joined construction of the text and had experience with it, they may choose to write their own texts on related topic.

D. Text Based Learning (TBL)

The text based learning is to learn words from certain texts and use them into other context, which is mainly related with reading method. The text based learning belongs to reading and vocabulary research. there are positive opinions of the role of reading context in the acquisition of new vocabulary. Nagy and Anderson affirm that many words are learned through extensive contextual exposure (Nagy & Anderson, 1984: Nagy et al., 1987). It is verified in practice that context are highly useful in the aspect of providing useful meaning clues for word learning. (beck et al., 1983: Schatz & Baldwin, 1986).

Text based learning implies that learning target word through reading text, such as acquiring words' meaning and their typical language environment from text. Thornbury (2005: 8) claims that "language always happens as text and not as isolated words and sentences". Text include rich words information such as word family, word meaning, lexical chains, and word association. Johns and Devies refer that when using texts in learning and teaching vocabulary, a text can be described as a linguistics object, a vehicles for information and a stimulus for production (1983: 1).

In the text base learning, the learning materials is more than a text. There are still the target words with their simple meanings. The target words can be chosen by the teacher or by learners themselves. The reason having target words and meanings is to prevent the result of wrong guessing or just skipping the new words. As pointed out by Nation and Coady, "the very

redundancy or richness of information in given context which enables a reader to guess an unknown word successfully could also predict that the same reader is likely to learn the word because he or she was able to comprehend the text without knowing the word” (1988: 101).

According to Qian Tingting (2011: 39) noted, the text based one is supposed to be good for learners to memorize meaning and recognize words in multiple-choice item. The text base is good for learner to acquire coordination and collocation. Text based is good for learners to make cognitive decisions about new words, retrieve and use word. The clues of text also call for learners’ imagination and attention. It is more effective in learners’ mastery of words and long term memory of words.

Text based learning refers to learning with text as the media. This strategy is to make students can understand the word through the text. Here the researcher gives the procedure of text based learning. To improve students’ vocabulary mastery, teacher gives the students selected text which is related to the topic (e.g. profession) so they will learn the same materials. The teacher gives the introduction about the text purpose to the students. Each student will read the text and analyze it, while they write the new English vocabulary that they found in the text they have read. Then, the teacher dividing the class become some groups in the learning process and gives them a group discussion. In their group discussion they will try to write the similar text with teacher guidance. After get the experience construct the short text, they will write the similar text by their own.

Concerning with vocabulary mastery, the students must write their new English vocabulary in their note book. They can find the meaning of the new English vocabulary by checking the dictionary, or asking to the teacher and their friend. This method was stated by Iftanti, (2017) that she selected a certain text to her students to find new English vocabulary and write it in their notes. Her step of learning vocabulary called as Students Self Vocabulary (SSVN).

In the end of the teaching and learning process the teacher gives a game to know the students' vocabulary mastery. The teacher uses a game because she knows that the students on elementary school like to play a game. The game that will be given by the teacher is a game which is improve their ability to master new English vocabulary (e.g. completing the jumble letters, write the English vocabulary that is spoken by their friend). The teacher also gives a test to know the students' vocabulary mastery after using text based learning as teaching and learning strategy.

E. Previous Studies

There are some previous study had been done, and they have difference problems and objects with this study.

The first previous study is done by I Nyoman Arimbawa (2012). *The Implementation of Text Based Approach To EFL Teaching And Learning In Indonesia*. This study said that text based approach is popular in secondary school since the implementation of *curriculum based competency*. From that

study, this approach makes learning English more effective, since the teachers be able to make innovative and creative teaching and learning process. They introduce spoken and written text within an appropriate situation. Then, they help students' awareness of linguistics and text structure, so the students be able to construct the text by their own. This study is a qualitative study that observe how the implementation of text based learning in secondary school, and how the teachers develop this approach in English teaching and learning process.

The second previous study is done by Erna Iftanti (2017), Text Based Learning To Activate Adult EFL Learners In Learning English: A Narrative Inquiry. From her study, she show how the effect of the implementation of text based learning of post graduate students. Text based learning not only activate students interesting atmosphere but also improve the students contribution during learning process such they more active in the English class. Besides, this strategy can improve their English skill more than they are expected. From the result of her study text based learning become an alternative strategy in teaching EFL for the students od post graduate students of IAIN Tulungagung. Therefore the researcher wants to conduct the research about the use of text based learning to improve students' vocabulary mastery in primary school.

The previous research above is similar to research that researcher was conducted using text based approach. The differences of this research from the research above the subject of the research. In the first previous study the subject of the research was EFL teacher in Indonesia. In the first previous

study the researcher discusses how to conduct text based approach to make effective teaching and learning a foreign language. Then, the second previous study the researcher use the subject of her research was EFL learners of non-English department of post graduate students of IAIN Tulungagung. She also used a narrative inquiry to narrate her own experience in teaching English for non - English department of post – graduate learners.

Over all, this research will be different from the studies above. The different of those previous studies is that this research focused on improving students' vocabulary. The writer would use text based learning as teaching strategy to teach vocabulary in MI Raden Fatah Selorejo Kediri. The writer conduct this study because many students are have difficulties in learning the new word, such as difficult to remember, to write, and to pronounce it. Another reason to conduct this research is the material of English elementary school delivered vocabulary more than structure (grammar). Because almost all the material in every chapter has different theme or topic. So, they have to learn new words not only the meaning but also pronouncing it.