

CHAPTER II

REVIEW RELATED LITERATURE

A. Vocabulary

1. Definition of Vocabulary

According to Kamil and Helbert (2005:3), vocabulary is the knowledge meaning of the words. Hatch and Brown (1995:1) also define that vocabulary refers to a list or set of word of particular language or a list or set of word that individual speakers of a language might use. Furthermore, according to Richards and Renandya (2002:255), “vocabulary is a core component of language proficiency and provides much of the basis for how well learner speaks, listens, reads, and writes.” It can be concluded that vocabulary is a word that has particular meaning that a person uses.

Nunan (1999:100) states that vocabulary is more than lists of target language words. As part of the language system, vocabulary is intimately interrelated with the grammar. It is possible to divide the lexical system of most languages into grammatical words, such as preposition, articles, adverbs, and so on. Therefore, vocabulary acquisition must be on the first priority in English language teaching and learning. Without mastering vocabulary, the learners will be difficult to master other language skills.

2. Types of Vocabulary

According to Maera (1990) in Nation (2001:25) divides vocabulary into two terms, they are active vocabulary and passive vocabulary. Active vocabulary refers to items the learner can use appropriately in speaking or writing. It is also called as productive vocabulary. In fact, it is more difficult to put into practice. Active vocabulary can be activated by other words, because it has many incoming and outgoing links with other words. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well. They must know and be able to use grammar of the language target. They are also expected to familiar with collection and understand the connotation meaning of the words. This type is often used in speaking and writing skill. While passive vocabulary refers to a language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary. Passive vocabulary consist of items which can only be activated by external stimuli, since the words comprehended by the people when they read and listen.

Smith in Erni (2008) states that there are productive and receptive vocabulary. A productive vocabulary is making up of words used in speaking and writing. It also called active vocabulary. On the other hand, receptive vocabulary or passive vocabulary consists of words understood through reading and listening. Smith in Sam (2009)

also defines vocabulary in two types. They are general vocabulary and technical vocabulary. General vocabulary is used in all kinds of students. Technical vocabulary consists of words having special meaning in particular topic, areas, such as reading, speaking, listening, and writing.

Harmer in Rahayu (2008) also divides two kinds of vocabulary namely active and passive vocabulary. Active vocabulary refers to which has been learned by the students and they are expected to be able to use it. Passive vocabulary refers to words which the students will recognize when they meet them, but it will not probably be able to use or produce them. In other hand, Haynes and Zacarian (2010) states that there are two kinds of vocabulary acquisition. They are direct and indirect learning. Direct learning happens when students are explicitly taught vocabulary for specific purpose. On the contrary, indirect learning happens when students acquire vocabulary by hearing vocabulary in school, home, or in other place, or by reading. All of them can be used by learners to increase their vocabulary.

3. Aspects of Vocabulary

According to Ur (1996: 60-62) there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, they are:

a. Form: pronunciation and spelling

The learner has to know what a word sound like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be preserved by the learner when encountering the item for the first time. In teaching, teachers need to make sure that these aspects are accurately presented and learned.

b. Grammar

The grammar of new item will be necessary to be taught if this is not obviously covered by general grammatical rules. When teaching new verb, for example, the teachers must give also its past form, if this irregular (think, thought). Similarly, when the teachers teaches noun, they have to present its plural form, if it is irregular (mouse, mice).

c. Aspects of Meaning: denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world (its denotation). It is often the sort definition that is given in a dictionary.

d. Aspects of Meaning: meaning relationship

How the meaning of one item relates to the meaning of others can be useful in teaching. There are various relationship, such as:

1. Synonym: items that mean the same, or nearly the same. For example: clever as synonym of smart.
 2. Antonym: items that mean the opposite, rich is an antonym of poor.
 3. Hyponyms: items that serve as specific examples of general concept; red, blue, green, and brown are co-ordinates.
 4. Super ordinates: general concepts that 'cover' specific items; animal is the super ordinates of dog, lion, and mouse.
 5. Translation: word r expression in the learner's mother tongue that is more or less equivalent meaning to the item being taught.
- e. Word Formation

Vocabulary items, whether one word or multi word, can often be broken down into their component 'bits'. Exactly, how these bits are put together is another piece of useful information, perhaps mainly for more advanced learners. The teacher may wish teach the common prefixes and suffixes. For example, if learners know the meaning of sub-, un-, and -able, this will help them guess the meaning of words, like substandard, ungrateful, and untranslatable. Another way vocabulary items are built is by combining two words (two

nouns, or gerund and noun, or a noun and verb) to make one item. For example: bookcase, follow-up, and swimming pool.

It can be concluded that there are some aspects of vocabulary that should to be taught in teaching vocabulary to know the students' vocabulary mastery.

4. Technique of Teaching Vocabulary

There are two general techniques in foreign vocabulary learning, namely "receptive and productive learning" (Wallace, 1991:21). Receptive learning makes the students able to recall the translation of foreign word when the foreign word has been seen or heard. For example, the teacher says the word 'red', the students hear the word and are able to remember the meaning in their first language. Productive learning supports the students to produce the foreign word by speaking and writing. It requires more time than receptive learning. For productive learning, "saying the words aloud brings faster learning with better retention" (Wallace, 1991:29).

For instance, the teacher shows a picture of an elephant and asks the students to word in English. It can be concluded that based on the techniques, the research deals with receptive and productive learning. First, students need to be able to recall translation of the word. Second, the students are required to speak the word in oral way and write the word in script form.

In teaching vocabulary, a teacher should choose and apply some techniques which are suitable with the students' need. Nation (1978:27) states that a good vocabulary teaching technique has the following things:

- a. It interests the learners.
- b. It makes the learners give attention to the form meaning or use of the words.
- c. It gives a chance for repetition

The teacher must make sure the students have understood the new words, which be remembered better if they are introduced in a "memorable way". If the teacher wants the students to remember new vocabulary, it needs to be learnt in context, practiced, and then revised to prevent students from forgetting.

5. The Importance of Vocabulary

The primary thing in learning a language is the acquisition of vocabulary. Therefore, success in learning English requires vocabulary acquisition. A large vocabulary cannot guarantee the learner's competence in learning English, but inadequacy of vocabulary will obstruct their chance to make success in learning English. Rivers in Nunan (1998: 117) states that the acquisition of an adequate vocabulary is essential for successful second language use, because

without an extensive vocabulary, one will be unable to use structures and functions.

According to Wallace (2002), “vocabulary is the most important in communication”. Without vocabulary, we can not express our idea or understand the message. Difficulty in communication means a big problem for everyone. The basis of teaching learning English is concerned with the students’ abilities to use four language skills and language components. In using language skills, the learners need many vocabularies. Without having many vocabularies, it is impossible to build communication. They will find difficulties to understand what other people say. So, it is very important to improve the ability of vocabulary mastery as much as possible.

Cameron (2002:72) states that building a useful vocabulary is central to the learning of a foreign language of the primary level. Furthermore, Nunan (1998:118) says that the development of a rich vocabulary is an important element in acquisition of a second language. It is important for a learner to master the vocabulary of the target language because it is essential part of communication. Thus, realizing that vocabulary is very important, the learners have to pay attention to the vocabulary teaching.

B. Semantic Feature Analysis

1. Definition of Semantic Feature Analysis

Readence Johnson (1990) suggests that Semantic Feature Analysis is one method that can improve vocabulary and categorization skill, understand the similarities and the difference in related, expand and retain content between vocabulary and the concepts of students. Besides, this way is easily implemented and interested.

Santa and Valdes (2004) says that a procedure that links vocabulary that focus on the characteristic and feature of words can be beneficial for assisting by making connection among related concept. Fisher and Frey (2004) states that Semantic Feature Analysis is the way to organize information as a powerful strategy. It also analyzes the relationship among the concepts via a matrix on how terms are like different (Buehl: 2001:1). Dough Buehl (2001) also elaborates that Semantic Feature Analysis is a strategy for teaching vocabulary that helps students see relationship between concepts. This strategy effectively teaches vocabulary by activating prior knowledge and classifying new words by their features using a matrix.

Santa and Valdes states that Semantic Feature Analysis can help the students gain a deeper understanding of material by highlighting those features. Doty and Marzano (2007:1) says that by using this strategy students will gain a deeper understanding of more

abstract term through the identification and analysis of different characteristic or feature and help them define characteristics of a concepts.

2. Procedure of Semantic Feature Analysis

Readence Johnson (1990) states that Semantic Feature Analysis implements using by using the following steps:

- a. Category selection, the key of Semantic Feature Analysis begins with something familiar to students. A category topic is selected by the teacher.
- b. List word in category once the category topic has been introduced. The teacher provides words that name concepts related to category. As students become accustomed to strategy, they should provide the words.
- c. Characteristic will be explored based on the category.
- d. The students will use plus/minus (+/-) to indicate feature possession.

According to Pittelman (1991), provide some steps process to develop Semantic Feature Analysis:

- a. Select category that you will be teaching
- b. List three or four features in arrow cross to the grid. Discuss features with students and encourage them to add other features.

- c. Guide students through the matrix, having them determine if the words on the left side possess the features listed.
- d. Complete the grid by adding plus sign or minus sign to indicate feature possession.
- e. Examine the grid and discuss relationship.

C. Previous Studies

There are several previous studies related to this study. The first research was conducted by Anders (1983) on the reading comprehension. The result showed that Semantic Feature Analysis is significantly improve their reading comprehension of adolescent learning disabled readers. The second research in Semantic Feature Analysis was conducted by Rider (2008) who used Semantic Feature Analysis to improve contextual discourse in adults with aphasia. The result showed that Semantic Feature Analysis improves confrontational naming ability and may benefit word retrieval in discourse production of closed-set contexts.

Besides, Zahra, Nahid, Amin, and Leila (2017) also conducted a research to compare the effectiveness of Semantic Feature Analysis (SFA) and Phonological Components Analysis (PCA) for anomia treatment in Persian speaking patients with aphasia. The result showed that both SFA and PCA treatments have the potential to improve naming ability in participants. A study also done by Van Heesab, Angwinb, McMahonc, and Copland (2013) examined eight people with aphasia who each received 12

treatment sessions. Half of the sessions included semantically-based treatment task using Semantic Feature Analysis. They saw improve in the people who participated in SFA. Their word use increased.