

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents some theories related to the topic. Those are consists the definition of vocabulary, the importance of vocabulary, types of vocabulary, vocabulary in teaching and learning English, vocabulary mastery, explicit vocabulary teaching strategy, theories about One Day One Sentence (ODOS) strategy, and previous studies.

A. Vocabulary

1. The Definition of Vocabulary

Vocabulary is a set of words used in a language and it has a meaning. Vocabulary is one element of language. It means that vocabulary is the important way or the key to understand about language and foreign language especially English. Nowadays English becomes the second language and it has to be mastered for learners to have communication with foreign people. It means that learners have to learn about English start from a simple way.

There are some experts who give definitions of vocabulary. According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Hatch and Brown (1995:24) define that vocabulary as a list of words for a particular language or a list or set of word that individual speakers of language might use. Nunan (2005:121)

explains that vocabulary is the collection of words that an individual knows. Hornby (1995:1331) said that vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook.

Vocabulary is necessary to be learned in learning language. It can help the learners to be able to understand and use the language to communicate with others especially in a foreign language. As what has been stated by Ur (1996:60) vocabulary can be defined, roughly, as the words we teach in the foreign language. It means vocabulary is all about written or spoken unit of language which introduced to the learners. If a teacher teaches new words, it can assume that the teacher teaches about vocabulary.

Meanwhile, Frank (1972: 6) states that vocabulary is the one of the English components, which has to be mastered and acquired by students in learning a new language. It can be argued that vocabulary is a tool of communication which needs to be taught in context and the children should always be given plenty opportunities to use the language. Vocabulary itself consists of several parts of speech namely, noun, verb, adjective, and adverb. From those kinds of vocabulary, the first that students need to know is noun. Because students will given by the basic element to learn about language.

From the definition above, it can be conclude that vocabulary is one of the language components that are used to communicate between

someone to another. No language exists without vocabularies and words are signs or symbol for idea. Teaching and learning vocabulary related to words and their meanings. The more words learn, the more ideas we should have. It means that without vocabulary we will be unable to use the language communicatively.

2. The Importance of Vocabulary

One element of language is vocabulary. Learning about vocabulary will impact on learners' language knowledge. It means learning about vocabulary is important to make the learners' knowledge about language better. As what has been stated by Alqahtani (2015:22) that vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. Vocabulary as one of the language elements is integrated in communicative expression. Krashen in Nunan (1991:117) argues that vocabulary is important. This has come about partly of vocabularies as a result of the development of communicative approaches to language teaching and partly through stimulus of comprehension based methods such as the natural approaches. According to Kusumaningrum and Cahyono (2011:127) without having enough vocabulary, children will have difficulties to know the meaning of what they have been listen and

read as well as to express their goals in communication with others. Meanwhile Schmitt (2000:55) emphasizes that lexical knowledge is central to communicative competence to the acquisition of a second language. Therefore, vocabulary is important for the students to master language skills and also to understand what the speaker said.

Rivers in Nunan (1991:117) also states that the acquisition of an adequate vocabulary is essential for successful language use. It is because without an extensive vocabulary, we cannot use structures and functions of which we may have learned for comprehensible communication. It forms an opinion that the development of a rich vocabulary is an important element in learning a second language especially English.

Vocabulary is also important to express idea or to ask for certain important. If someone has a lack of vocabulary, he or she will find some difficulties in expressing his or her ideas in oral or written. In addition, if the learners have a less vocabulary, they cannot access information or knowledge. Moreover, without the words the learner cannot really understand facts or ideas that the learners have met. One should be able to master adequate vocabulary to convey their message.

3. Types of Vocabulary

Vocabulary can be defined as all the words known and used by a particular person. Nevertheless, a person knowing a word does not mean that he or she will be able to comprehend or utilize the word in a several

characteristics of word knowledge which are in turn utilize to assess word knowledge.

There are two types of vocabulary:

a. Productive vocabulary

Productive vocabulary are those words that are produced in reference to any suitable perspective and those words or those vocabulary should match the envisioned connotation of the speaker.

b. Receptive vocabulary

Receptive vocabulary are those words or those vocabulary which we get to hear or which we receive from somebody else in the language we are exposed to.

Harmer as cited in Alqahtani (2015:25) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.

One type of vocabulary which suitable to be taught at junior high school students is productive vocabulary. Jaramillo and Medina (2011:14) state that productive skill is as an important form of expression which used to persuade to the other people as well as to share what the speakers' ideas and feelings. For the junior high school students, they can build up their speaking by expressing their ideas, feelings and thoughts.

Therefore, productive vocabulary is suitable for teaching at junior high school to make the students having ability to speak in front of classroom.

4. Vocabulary in Teaching and Learning English

a. Teaching Vocabulary

Teaching is a very personal activity, and it is not surprising that individual teacher being to teaching very different beliefs and assumptions about what constitutes the effective teaching (Richard, 1994: 36). Teaching vocabulary is one of the ways to develop English competence of a person who is learning English because it is one of the success keys in learning. It plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills: listening, speaking, reading, and writing. It is also include the studying second language because vocabulary is the basic material to master the four language skills that is speaking, reading, writing and listening. Without understanding the new words, the students will get the difficulties to studying English language.

As the basic of learning language especially learning English, learners should know and understand about vocabulary. Through learning about vocabulary, learners will know and understand what they are going to communication. It same as what has been stated by Alqahtani (2015:31) that vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It means that learning

about vocabulary will increase the learners' competencies. Learners may learn vocabulary wherever and whenever. It can be learned in a book by themselves or learning in the classroom with their teacher in teaching and learning activity.

Vocabulary teaching plays an important role in English teaching, so to improve the effectiveness and efficiency, teachers should not only understand the students' difficulties of word study, but also use some useful strategies and methods. Only in this way the teacher can improve the students' language competence and their ability to use English freely in communication, Qi Pan (2011:1589).

Vocabulary is the first and foremost important step in language acquisition but for teaching vocabulary is not easy to do. According to Brown (2000:7), teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods and classroom techniques. Based on this definition, teaching vocabulary is an activity where the teacher gives the student knowledge about vocabulary using our teaching style, strategy and techniques and how to use it in daily life. Vocabulary has the criterion that should be taught, as mentioned by Haycraft (1983:52) include : (1) Commonest words which refer to useful words used by students to communicate in their life (2) Words that students need by considering characteristic of students. From these criteria, the teacher should

give the students the useful words that used in their daily life, in order to remember the words.

b. Principle of Teaching Vocabulary

Cameron (2001: 81) exclaims about several principles of teaching vocabulary to young learners are:

- 1) Types of words that children find possible learn with shift.
- 2) Vocabulary development is not just learning more words but it is also importance about expanding and depending word knowledge.
- 3) Word and words knowledge can be seen as being linked in network of meaning.
- 4) Basic level words are likely to be more appropriate for children or when learning vocabulary for new concept.
- 5) Children change in how they can learn words. Whereas the very young learner will learn words as collections, older children are much more able to make connection between the words they learn, organization of the word and concept as a help in vocabulary learning.

5. Vocabulary Mastery

Vocabulary is a list of words and often phrase, usually arranged alphabetically. Vocabulary is important in case it could help student to enjoy their clauses. Ones who master enough vocabulary will face fewer difficulties than those who have less vocabulary. Moreover, vocabulary

has an important role in teaching learning process. According to Scrivener (1994: 75) there are five roles of vocabulary, they are:

- a. Vocabulary is very important and needed to be deal with systematically its own right.
- b. We need to distinguish between vocabularies for productive use receptive recognition.
- c. The learner will be difficult to finish the work, if they have first met some new vocabularies.
- d. We need to deal not only with a single word lexical items, but also with longer, multi word items.
- e. Training in the use of English-English dictionaries provides learners with a vital tool for self-study.

Because of vocabulary is very important in learning a language, so it must be mastered well by the learners. Mastery is complete control of something. So, vocabulary mastery can be defined as great skill or knowledge about the stock of words of a language in alphabetical order.

B. Explicit Vocabulary Teaching Strategy

Explicit teaching vocabulary is one of strategy which is used in teaching vocabulary. Explicit teaching is strategy for teaching consciously. Dubé et al (2011:3) state that Explicit teaching has its origins in studies made on effective teaching practices and is based on direct teaching. Some of the effects of explicit teaching—approach based on cognitive psychology—are the development of the students' feeling of competence, self-confidence,

more engagement and a greater feeling of responsibility. Rosenshine (1986:305) divided the explicit teaching into three distinct and successive phases:

1. Modeling, where the teacher makes demonstrations, making explicit the procedures and reasoning that would otherwise be implicit.
2. Guided practice, where the teacher accompanies the students, organizing team tasks.
3. Independent practice, where the teacher provides practice for seatwork exercise and pedagogical activities tied to previous learning, while reinvesting what students have understood during the modeling and the guided practice phases.

According to Swanson & Deshler (2003:131), the role of explicit teaching works as follows:

1. Firstly, the goals of the activity and the expected level of performance are clearly defined, and the necessary previous basic knowledge is recalled.
2. A few examples are presented and a demonstration is done.
3. Then the teacher asks a few questions and objectives.
4. Afterwards, students either work alone or in teams so as to use the strategies that they have learned.
5. The teacher evaluates their performance and provides them feedback on the answers given and the strategies they have used.

6. Finally, they revise and the teacher provides independent practice.

C. One Day One Sentence (ODOS) Strategy

1. The Definition of One Day One Sentence (ODOS) Strategy

One Day One Sentence (ODOS) strategy is one of strategy to teach vocabulary which include in explicit teaching strategy. This strategy aimed the students would be able to know and understanding about vocabulary as the core of learning English.

This strategy belongs to productive vocabulary. Students expected to be able to produce vocabulary for their improvement. This strategy means every students should learn about vocabulary in English everyday minimum one day one sentence. It can help them to improve their knowledge about English. This strategy also can make them easier to learning about English as a second language.

2. The Advantages and Disadvantages of Using One Day One Sentence (ODOS) Strategy in Teaching English

Everything has an advantage and disadvantage. One Day One Sentence (ODOS) strategy which included in explicit teaching vocabulary also has an advantage and disadvantage. Longhurst (2013:16) explicit vocabulary acquisition can be defined as being a way of learning vocabulary in a clearly defined and intentional way. It can be seen that the advantages of using this strategy are:

- a. The students will learn about vocabulary through a simple way that is learning about one sentence a day. This can make them easier to memorize vocabulary.
- b. The students will improve their vocabulary mastery automatically by using One Day One Sentence strategy.
- c. This strategy can make the students become an independent. Beside working with group, they can also working by themselves (individual).
- d. Each student will have many new vocabularies which they get, and they can share their vocabulary to their friends so that every student has additional new vocabulary from their friends.

Beside the advantages of implementing One Day One Sentence (ODOS) strategy, there are also the disadvantages, those are:

- a. If explicit teaching strategy utilized by unprepared teacher, it can be disastrous. The instructions will be not effective. So the teacher should prepare a well-organized content and must has excellent communication skill.
- b. Every student has a different lower motivation to study. Sometime there are some students who does not have spirit to study. So they do not want to apply this strategy for having new vocabulary.
- c. Sometime there are students who assume that this strategy is not interesting. They assume that this study about vocabulary is not important anymore.

By this situation, the researcher will minimize the disadvantages of implementing One Day One Sentence (ODOS) strategy for teaching vocabulary by giving motivation to the students that learning about vocabulary is very important, because English is the international language which has to be mastered for everyone.

D. Previous Studies

In concluding this research, the researcher reads some previous studies related to this research. The researcher found some references from the previous studies that have been read by the researcher. The researcher can use those previous studies as a reference to know the ways to conduct a study about teaching vocabulary by using a certain strategy.

The first previous study has been written by Dewi (2017) she only focused on vocabulary word in a day to measure the students' vocabulary mastery by implementing One Day One Word strategy.

The second previous study done by Halimah (2017), she focused on teaching vocabulary with interesting method that is by using story telling with use classroom action research design.

Furthermore, the researcher also took the reference from Meiningsih (2015), she focused on teaching vocabulary by using *self-collection and interactive cloze strategy* and she used experimental study with quasi research design.

For addition, Rosdiana (2009), she focused on using mnemonic method to teach vocabulary with the research design is same with this study, that is pre-experimental research design.