

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents a review of related literature concerning to the vocabulary, K.I.M Strategy, and previews study.

A. Vocabulary

1. The Definition of Vocabulary

Learning every language cannot be separated from vocabulary mastery. Vocabulary supports the learners to express their idea through oral or written communication. There are some definitions of vocabulary as follows:

Hornby (2006: 1645) in Oxford Advanced Learner's Dictionary says that vocabulary has some definitions as follows: (a) all the words that a person knows or uses (b) all the words in a particular language (c) the words that people use when they are talking about a particular subject (d) a list of words with their meanings especially in a book or learning foreign language.

Richards and Renandya (2002:255) states that vocabulary is a core component of language proficiency and provides much of the basis for how well a learner speaks, listens, reads and writes. Based on the definitions above, it can be concluded that vocabulary is a word that has particular meaning that a person uses. Vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention to (Richards, 2000: 70).

According to Nation (2008: 66), vocabulary is central to language. The quotations mean that vocabulary is the main element of language. Language is the expression which is constructed by words or vocabulary. Words are the tools which used to think, to express ideas and feelings, and to learn about the world. In language learning vocabulary is an essential component. It links to four skills of listening, speaking, reading, and writing.

Hatch and Brown (1995: 1) define vocabulary as a list of target language words for a particular language or a list of words that the individual speaker might be. It can be said that vocabulary is a word or list with meaning and which is known by the speakers and which is used to communicate among those speakers and used by a group or individual.

Based on the descriptions above, it can be concluded that vocabulary is important because language cannot be built without vocabulary. Vocabulary is the total numbers that are needed to express the speakers' meaning and communicate ideas.

2. Kinds of Vocabulary

Failure to distinguish among the different kinds of vocabulary can lead to confusion and disagreement about both research findings and instructional implications. Generally, vocabulary is the knowledge of meanings of words. A relationship of meaning is important because it explain how the meaning of one item relates to the meaning of others.

There are various such relationship can be: Synonym, Antonym, Hyponym, Co-hyponym or co-ordinate, Superordinate and Translation.

- 1) Synonyms: items that mean the same, or nearly the same; for example: bright, clever, smart may serve as synonyms of intelligent.
- 2) Antonyms: items that mean the opposite: rich is an antonym of poor
- 3) Hyponyms: items that serve as specific examples of a general concept; dog, lion, mouse are hyponyms of animal
- 4) Co-Hyponyms or co-ordinates: other items that are the 'same kind of thing'; red, blue, green, and brown are co-ordinates.
- 5) Superordinates: general concepts that 'cover' specific item; animal is the superordinate of dog, lion, mouse.
- 6) Translation: words or expressions in the learners' mother tongue that is (more or less) equivalent in meaning to the item being taught.

There are at least five kinds of vocabulary (Hatch and Brown, 1995: 181-243).

They are follows:

a. Word Classes

It is known well as parts of speech such as noun, verb, adverb, adjective, pronoun, preposition and conjunction.

b. Word Families

It clarifies about affix and the shift of word.

e.g.: Play-plays-played = inflected

Play-replay-playful = derivatives

c. Word Formation

Word-formation can denote either a state or a process, and it can be viewed either diachronically or synchronically.

e.g.:

- a) Compounding : second-hand, word processor
- b) Blending : information + entertainment =
infotainment
- c) Clipping : electronic mail = email
Influenza = flu
- d) Collocation

It can be called as two words usually found together.

e.g.: this week, once more, once again, as well.

e) Homonyms

It has the same form but different in meaning.

e.g.:

well = sumur	left = kiri
well = baik	left = berangkat

Hatch and Brown (1995), indicate two kinds of vocabulary, those are receptive vocabulary and productive vocabulary. Receptive vocabulary is words that learners recognize and understand when they are used in

context, but which they cannot produce. Meanwhile, productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time.

According to Godwin-Jones (2018), In most second language learning today, vocabulary learning is likely to be contextualized through both online exposure and explicit instructions. By learning words in context, the learner acquires not only linguistic knowledge of a word, such as phonetic, syntactic and semantic rules, but also the knowledge of how to use the word properly in context. (Paribakht & Wesche, 1999). Besides, Bright Hub Education (2011) stated that contextualized vocabulary acquisition is primarily a vocabulary learning method used in learning a second language or foreign language through the use of contextual tools. It involves inferring the meaning of words in a given context, most often a text.

3. Vocabulary Mastery

In order to understand the language, vocabulary is one of the aspects which should be learnt. Vocabulary mastery is needed to express our ideas and to be able to understand other people's saying. It is important because when the learners will able to master English, they have to know the vocabulary first. It means that in learning vocabulary,

learners have to know the meaning of the words and also understand and can use it in sentence context. Hornby (2006) defines mastery as complete knowledge or complete skill. It refers to great skill in processing of learning language that makes someone a master of it. In learning vocabulary, every student has different ability to receive the new words or information. The specificity of any individual's vocabulary knowledge depends on the person, and his motivation, desires, and need for the word (Hatch and Brown, 1995). The success of increasing the vocabulary mastery requires their own motivation and interest on the words of a language.

To master English vocabulary, English teacher needs to know the limitation of total words of his students in each level. It will make easy for the teacher in learning and teaching process because he knows the target of words which must the students has. According to Richard (2001: 154), typical vocabulary targets for general English course are different, there are:

- a. Elementary level (Elementary School): 1.000 words.
- b. Intermediate (Junior High School): 2.000 words.
- c. Upper intermediate level (Senior High School): in additional 2.000 words.
- d. Advanced level (College): in additional 2.000 + words.

Especially at junior High School is intermediate level. They must master vocabulary at least 2000 words. It seems difficult to them, but they

can have great skill of it if they always practice every day for example, in their daily activity. In addition, the teacher should give them a motivation and support them in order they interest in English and also know what students' needs to learn without being discouraging.

4. Testing Vocabulary

A good knowledge of English vocabulary is important for everyone who wants to use the language, so knowledge of vocabulary is often tested. Similarly, Heaton (1988:9) states that vocabulary tests measure the students' knowledge of the meaning of certain words as well as the pattern and collocation in which they occur. Test of vocabulary should avoid grammatical structures which the students may find difficult to comprehend. Types of vocabulary test are follows:

- a. Multiple choice task (Heaton, 1988: 55), multiple choice tests are a popular way of testing in that they are easy to score (a computer can do it), and they are easy to design (or seem to be). Moreover, the format of multiple choices can be used with isolated words, words in a sentence context, or words in whole texts.
- b. Completion test (Heaton, 1988: 62), the completion items can be used for the testing of vocabulary. Tests which present such items in a context are generally preferable to those which rely on single words or on definitions.

- c. Gap-fill task (Thornbury, 2002: 133), Gap-fill tests require learners to recall the word from memory in order to complete a sentence or text. Thus, they test the ability to produce a word rather than simply recognize it. The best known example of this test type is the cloze test. In a cloze test, the gaps are regularly spaced. In this way, knowledge of a wide range of a word type is tested. Moreover, the ability to complete the gaps depends on understanding the context.

Example: I will have tea.....coffee.

5. Vocabulary Teaching Strategy

Teaching strategy is another side of getting success on learning and teaching instructional, including learning and teaching vocabulary. Watching on the crucial in deciding the strategy which will be applied, it can help the learners to get the instructional goals. Moreover, the instructional goal either can succeed or cannot succeed depends on the strategy which is implemented. Schmitt (1997, in Ozturk) explains that a vocabulary learning strategy is any strategy that results in the learning of vocabulary. The effective vocabulary strategy is the two biggest considerations when planning effective vocabulary instruction are the selection of words to teach and the instructional practices used to help students learn (Sweeny and Mason, 2011).

Staying on vocabulary strategy, Silverman in Sweeny and Mason (2011) offers an effective vocabulary instruction for ELL students includes the following characteristics:

- a) Introduction of words through the rich context of authentic children's literature;
- b) Clear, child-friendly definitions and explanations of target words;
- c) Questions and prompts to help children think critically about the meaning of words;
- d) Examples of how words are used in other contexts;
- e) Opportunities for children to act out the meaning of words when applicable;
- f) Visual aids illustrating the meaning of words in authentic contexts other than the book in which the word was introduced;
- g) Encouragement for children to pronounce words;
- h) Guidance for children to notice the spelling of target words;
- i) Opportunities for children to compare and contrast words;
- j) Repetition and reinforcement of the target word. This offering strategy reflects a contextual way which is covered by incidental teaching strategy.

6. The Importance of Vocabulary

Vocabulary is very important to express not only the idea but also feelings to communicate with others. Without grammar very little can be

conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is the main element in communication (Harmer, 2002: 13). Students learn vocabulary indirectly and directly. They can express their ideas and comprehend other people's ideas if they have good vocabulary mastery. The reason why the teachers are concerned about teaching vocabulary is to facilitate the comprehension of a text that students will be assigned to read. For instance, the purpose of teaching vocabulary is to facilitate the students' new word in order to improve their other skills such as Listening, Speaking, Reading and Writing.

Oxford (1990, as cited in Alqahtani 2015) states that vocabulary is by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one's mother tongue, because of tens of thousands of different meanings. In conclusion, the importance of vocabulary comes out that this is the first thing to be learnt in learning a second language. Without mastering vocabulary well, it can impact on the failure of language learning.

7. How to Teach Vocabulary

In teaching vocabulary, the teachers hoped to have some techniques in order to make the students understand and familiar with the vocabulary. So, they understand the meaning easily and make them happy to learn English. The English teachers can use some techniques to help teach vocabulary. However, Most English Teachers want students to

remember new vocabulary then it needs to be learnt, practiced, and revised to prevent students from forgetting.

Commonly, there are several techniques concerning the teaching of vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary (Alqahtani, 2015:26). The following are some techniques of teaching and learning vocabulary as stated by Brewster, et al (1992, in Alqahtani 2015: 26).

a) Using Object

This technique includes the use of realia, visual, aids and demonstration. The function is to help learners in remembering vocabulary better because real objects and pictures are visible to introduce new words. They will easily memorize the vocabulary and the teacher can use the objects in the classroom to show the real objects.

b) Contrast

In teaching vocabulary to students, contrast can be used to explain meaning, for instance the word “short” contrasted with the word “long”, the word “good” contrasted with the word “bad” etc. Many more studies have also shown that vocabulary is best acquired if it is similar to what is already taught (e.g. Rudska et al., 1982, 1985); it is not surprising that learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries are organized.

Putting bilingual dictionaries aside, mono-lingual dictionaries essentially use words to explain words, and in this process, synonyms are often used (Ilson, 1991).

c) Enumeration

An enumeration is a collection of items that is complete, ordered listing of all of the items in that collection. For example the word “clothes”, the teacher can list (or enumerate) various items. This technique can explain some difficult words.

d) Guessing from Context

Knowing the meaning is the basic way to understand text. This technique is useful when students in the reading activity, when they do not know the meaning they can guess it based on the reading context. Teacher can give some clues to determine the meaning. It helps them to build-up their self-confidence because they can easily determine the meaning.

e) Mime, expression and Gesture

Klippel (1994) implies that mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. Sometimes an action needs mime or gesture to explain our expressing in order to make it clearer. When a learner does not know the meaning of new words they can guess what their teacher says by looking at his or her expression. Many words can be introduced through mime, expression and gesture, for example, adjectives: “sad”, “happy” etc.

f) Drawing

In the learning process, the teacher can draw the objects on the blackboard or draw on a flash card. The media can be used again in different contexts if they are made with cards and covered in plastics. They can help young learners easily understand because they can get the main points of it.

g) Using Illustration and Pictures

Pictures connect students' prior knowledge to new stories, and in the process, help them to learn new words. Using illustration or picture can help learners to make the meaning of unknown words clear. Pictures can be used in many ways of contexts because it is possible to use it. Teaching vocabulary comes from many sources, such as: magazine, newspaper, internet etc. Using the colorful pictures can get learners' interest in learning vocabulary in school.

h) Eliciting

The teacher can use to get information about what students know and do not know. The teacher can also use synonym and antonym to elicit vocabulary

i) Translation

In some situations translation is needed for the teacher, because the teacher can check her or his student's comprehension, it can be used to aid learning, and practice what has been learned. It will give a lot of effect on

students. When the students do not understand a word and the teacher cannot think how to explain it, they can quickly translate it.

B. K.I.M (Key Word, Information, and Memory Clue) Strategy

1. Definition of K.I.M (Key Word, Information, and Memory Clue) Strategy

According to Beck, McKeown and Kucan in Dixon (2002) K.I.M vocabulary strategy is the strategy that encourages students to expand their understanding of key vocabulary terms. Rachelrs (2014), argues that KIM Strategy uses a graphic organizer to help students retain knowledge of key terms or key ideas. To explain the different steps or columns of the graphic organizer, KIM Strategy uses mnemonic devices such as acrostics, acronyms, narratives, rhymes, and so on. However, Bakken and Simpson (2011) stated that Mnemonic is a systematic procedure for enchanging the memory and making information more meaningful.

The K.I.M model uses a simple three-column organizer. In the first column are key word (K) students will write the term or key idea, information (I) about that term or idea goes along in the center column, and memory clue (M) students will make a graphic or image or etc. of the idea based on their creativity (Wiebe:2009). The key idea is new vocabulary work. The information is a definition or explanation. The memory clue is the way students interpret the key word (vocab).

2. The Implementation of KIM Strategy

According to Rachelrs (2014), the use of K.I.M Strategy in this study is the students asked to participate in the following activities.

The procedures are:

- 1) Introduce students about K.I.M Strategy, assign them a series of vocabulary words to fill out in the KIM graphic organizer
- 2) Identify the key terms that students need to use for the worksheet. Those words go in the left hand 'K' columns
- 3) Let students read about the term in their book. Then let them read the definition. Their information should be written in their own words
- 4) The students create their memory clue to go in the third column, let students complete their graphic organizers
- 5) Ask students to share their sheets with each other and also review each other by stating the information on their sheet.



In addition, Goodman (2005) instructs students on the following acronym of K.I.M vocabulary strategy:

1. K = key word; students record the word to be learned
2. I = represents the important information; students record what they have learned about the key word in their own word
3. M = represents memory clue or mnemonic (drawing, picture or symbol) By making a sketch (or other memory clue)

students synthesize and interpret the new information and make in their own

4. Write the key word in a context-rich sentence for application.

Table 2.1 The example of KIM chart strategy:

K <u>Key Idea/Vocabulary Word</u>	I <u>Information/ Definition</u>	M <u>Memory Clue</u>
Punctual (Adj)	Come on time	
Scenery	View (synonym)	

3. The Advantages of Using K.I.M Strategy

K.I.M (Key Word, Information, and Memory Clue) strategy can help the students to increase their vocabulary mastery. Because of using K.I.M (Key Word, Information, and Memory Clue) strategy, the students will make a list of vocabulary with memory clues which make them easy to remember the unfamiliar vocabulary. So it can help the students in understanding the information in a text.

Students interpret and apply new information. K.I.M (Key Word, Information, and Memory Clue) strategy can be used at any age level. This strategy provides the visual clue for students. The multiple uses helps different types of students strengthen the vocabulary into their memory (Rachelrs: 2014).

4. Previous Study

There are many previous studies conducted related to the topic of the use of specific strategy to develop students' vocabulary mastery.

The first study was conducted by Hariadi, Inzta and Amir, Zainuddin (2014) under the title *Teaching English Vocabulary Through K.I.M (Key Word, Information, and Memory Clue) Vocabulary Strategy in Junior High School*. This study was conducted by applying Pre-Experimental research using quantitative approach. The result of the study found that K.I.M vocabulary strategy is a splendid strategy in comprehending a new vocabulary because it makes students think logically, critically and creative. Students are demanded to find meaning by looking for it in context.

The second study was conducted by Siregar, Masyita E. (2018) from State Islamic University of North Sumatera entitled *Improving Students' Vocabulary through K.I.M (Key Word, Information, and Memory Clue) Strategy at Seventh Grade of MTS Al-Washliyah Sukarame in Academic Year 2017/2018*. This study was conducted by applying Pre-

Experimental research using quantitative and qualitative approach. The quantitative data are taken from the mean of the students' score in taking vocabulary tests. The qualitative data was taken from observation result, questionnaire result, interview, and photography evidence. The result of this study shows that the vocabulary of the seventh grade students of MTs Al-Washliyah Sukarame was improved through KIM strategy. It can be concluded that KIM strategy can improve the students' vocabulary and can help them to remember and keep their vocabulary.

The third study was conducted by Sanica, Vebbriza N. (2019) from State Islamic Institute of Bengkulu entitled *The Effect of Using Key Information Memory Clue (KIM) Strategy On Students' Vocabulary Mastery (A Quasi Experimental Research at Seventh Grade Students of SMPN 16 Kota Bengkulu In Academic Year 2018/2019)*. This study was conducted by applying Quasi-Experimental research using quantitative approach with experimental class and control class in the seventh grade at SMPN 16 Kota Bengkulu. The result of this study is using K.I.M strategy in teaching and learning English process has really helped the students to support their study in improving their vocabulary.

From the previous studies above, the writer concludes that it is important to apply K.I.M strategy to develop students' academic vocabulary. The similarities between the previous researches above and this research are, (1) the same material that is focused on vocabulary, (2) the previous studies have the same strategy with this research that is K.I.M

Strategy, (3) all previous studies have the same grade which is seventh grade of junior high school. The differences between previous study and this study are the researcher uses quantitative approach and pre-experimental as a research design with one group pre-test and post-test. The research about the use of K.I.M strategy to improve students' academic vocabulary is still rarely conducted, so the researcher is interested in using this strategy.