

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about definition of vocabulary, teaching vocabulary, teaching strategies and review of previous study.

A. Vocabulary

1. Definition of vocabulary

Vocabulary is list of words with their meanings, especially in a book for learning a foreign language (Richards, 2003:4). Vocabulary is as unique to a content area as unique of finger prints are to human being. A content area is distinguishable by its language, particularly the special and technical terms that label the concepts under the girding the subject matter (Hornby, 2000:482). It is also stated (Richards and Renandya, 2002:25) that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. The teachers know they must do something with the language of their content areas and provides much of the basis for how well learners speak, listen, read and write.

2. The Kinds of Vocabulary

According to Miller (2000:178) there are several different types of vocabulary, such as listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.

a. Listening vocabulary

Listening vocabulary is all the words that can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

b. Speaking vocabulary

Speaking vocabulary is all the words which can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misused though slight and unintentional may be compensated by facial expressions, tone of voice, or hand gestures.

c. Reading vocabulary

Reading vocabulary is all the words that can recognize when reading.

d. Writing vocabulary

Writing vocabulary is all that words that can employ in writing.

Nation (2001:11) states that we can distinguish four kinds of vocabulary in the text: high-frequency words, academic words, technical words, and low-frequency words.

a. High-frequency words

There is a small group of high frequency which very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses of the language.

b. Academic words

The text is from academic textbook and contains many words that are common in different kinds of academic text: policy, phase, adjusted, sustained. Typically these words make up about 9% of the running words in the text.

c. Technical words

The text contains some words that are very closely related to the topic and subject of the text. These words include indigenous, regeneration, pod carp, beech, rimy, and timber. These words are reasonably common in this topic area but no so common elsewhere. As soon as we see them we know that topic is being dealt with. Technical words like this typically cover about 5% of the running words in a text.

d. Low-frequency words

This group included words like zoned, pioneering and perpetuity, aired and pastoral. They make up over 5 % of the words in an academic text. There are thousands of them in the language, by far the biggest group of words. They consist of the technical words for other subject

areas, proper nouns, words that almost got the high – frequency list and words that we rarely meet in our use in the language.

Meanwhile, Hedge (2003:116) divides vocabulary into two kinds of vocabulary, they are: active vocabulary, is a number of words which students use in speaking and writing. Passive vocabulary is a number of words which students should be able to recognize and understand when they are listening to someone or when they are reading.

3. The Importance of Vocabulary Mastery

Mastering vocabulary is important in learning language especially English, because the potential knowledge that can be known about a word is rich and complex (Schmitt,2000:5). Due to the complexity of word, we have to find out the best way to enrich students' vocabulary. Without vocabulary mastery to express a wider range of meanings, communication cannot happen in any meaningful way (Vossoughi and Zargar, 2009:80)

Vocabulary mastery can be constructed as an ability to combine skill or knowledge of words that used to express meaning, in case of the physical object or idea, in form of symbol of group of letter in a single or more one word Coulson et al (1987:1050). The process of vocabulary mastery is not simple because vocabulary has some components; mastering one vocabulary item should mean mastering vocabulary components. Nation (1990:31) proposes the following list of the different kinds of knowledge that a person must master in order to know a word. The meaning of the

word, the written form of the word, the spoken form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the associations of the word, the frequency of the word.

The vocabulary mastery cannot be done spontaneously but step by step. Keraf(1989:65-66)defines the steps in processing vocabulary mastery. First, children period, this term children are able to define concept vocabulary to say their concrete idea. Second, adolescent period, this term is the adolescent start to use the language and make it more extensive directly in simple communication. Third, adult period, this term the vocabulary are used more and more intensive because they make more communication each other. It can be concluded that vocabulary is very important in learning language and mastering vocabulary. It will facilitate someone in using language in communication. So, mastering vocabulary would be useful because it will be:

- a. Easy to learn language. For example, when we read a story in English, to know about the story we must understand the meaning of vocabulary in the story.
- b. Easy to understand what the people are talking about. For example, when we listen the conversation in English it is necessary for us to know what the people speaking about, and it only be done if we know the vocabulary in the conversation.

- c. Easy to make communication with different topic freely. For example, if we want to discuss about one topic, such as entertainment, we must know the vocabularies that are concerned with the entertainment.

B. TEACHING VOCABULARY

1. Definition of teaching vocabulary

The term teaching is derived from the word teach which means giving instruction to somebody, in order to know or be able to do something. The word teaches has the widest use in formal and informal situation and at all level education. It relates to an academic subject or practical skill (Hornby, 1989:1318). Based on the definition, it can be stated that teaching is the process of transferring knowledge from the teacher to the students or from someone to another whether in a formal or informal situation.

Teaching is a complex process. According to Brown (1994:7) Teaching is “showing and helping someone to learn or to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or to understand.”

Students might even have a receptive knowledge of wider range of vocabulary, which means they can recognize the item and recognize its meaning. Nevertheless, their productive use of wide range of vocabulary is normally limited and this is one of the areas that greater attention for the teacher.

Harmer (1991:23) states that teaching vocabulary is clearly more than just presenting new words. Furthermore, he states that teaching vocabulary is a part of the language teaching. It means that when a teacher teaches vocabulary to his students, he should know their characteristic so that can be chosen suitable technique or methods which make the students enjoy and active in learning vocabulary in the classroom. It will be to increase their particular vocabulary mastery and their English ability in general.

According to Flannigan & Greenwood (2007) teachers should keep four factors in mind when they consider strategies to teach vocabulary: (1) the students they are teaching, (2) the nature of the words they decide to teach, (3) their instructional purposes in teaching each of those words, and (4) the strategies they employ to teach the words

According to Nunan (2003:135) there are four principles for teaching vocabulary:

- a. Focus on the most useful vocabulary first.

Some words can be used in a wide variety of circumstances. Other has much more limited use. Teaching useful vocabulary before less useful vocabulary gives learners the best return for their learning effort. The most useful vocabulary that every English language learner needs whether they use the language for listening, speaking, reading, or writing or whether they use the language in formal and informal situations.

- b. Focus on the vocabulary in the most appropriate way.

This principle looks at how the students should be taught and learned. Teachers need to clearly distinguish the way they treat high frequency words from the way they treat low frequency words.

- c. Give attention to the high frequency words across the four strands of course of a course.

High frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading, and writing high frequency vocabulary should also be fluently accessible for receptive and productive use.

- d. Encourage learners to reflect on and take responsibility for learning.

It is an important principle that lies behind choosing and learning and that is that learners need to realize that they must be responsible for their own learning, that requires (1) knowledge of what to learn and the range of options for learning vocabulary, (2) skill in choosing the best options, and (3) the ability to monitor and evaluate progress with those options

2. Approaches of Teaching Vocabulary

In methodology in language teaching, Hunt and Beglar (as cited in Renadya, 1991:156) discuss three approaches to vocabulary teaching and learning they are:

a. Incidental learning

The incidental of vocabulary, it is learning vocabulary as a byproduct of doing other things such as reading or listening. A major source of incidental learning is extensive reading, which Hunt and Beglar recommend as a regular out of class activity. The students develop the ability to read, and then most of the reading should be done outside of class. This approach might receive more attention for more proficient intermediate and advanced student.

b. Explicit instruction

The explicit instruction depends on identifying specific vocabulary acquisition target or learners. This approach involved diagnosing the word learners need to know, presenting words for the first time elaborating word knowledge, developing fluency with known words. Hunt and Beglar suggest that this approach is probably best for beginning and intermediate students who have limited vocabularies.

c. Independent strategy development

This approach is probably best for study advanced learners. The independent strategy development involves practicing guessing from context and training learners to use the dictionary. Harmer (2007:239) also states that “dictionaries contain 2 wealth of information about words that students can gain from it. Not only mean but also they can see how to operate the words”.

3. The difficulties in teaching vocabulary

Part of the problem in teaching vocabulary lies in how to select what vocabulary to teach (Harmer, 1996:154). Recent research, however, indicates that vocabulary teaching may be problematic because many teachers are not “confident about best practice in vocabulary instruction and at times don’t know where to begin to form an instructional emphasis on word learning” (Berne & Blachowicz, 2008:315).

C. TEACHING STRATEGIES

1. Definition of teaching strategies

Strategies are specific methods of approaching a problem or task modes of operation for achieving a particular and planned design for controlling and manipulating certain information (Brown, 2000:113). In addition, Cahyono (2011:XI) states that technique and strategy are interchangeable and they refers to an action performed by either a language teacher (or language learner) to achieve a language teaching (or language learning) objectives.

While teaching strategy refers to a pattern of teaching acts that serves to attain certain outcomes, a teaching strategy is a purposefully conceived and determined plan of action. Teaching strategy is very much important for smoothed transaction of curriculum (Amita, 2011).

2. Vocabulary teaching strategy

Vocabulary teaching strategy is action taken by the teacher to teach or practice target vocabulary (Sanaoui, 1995:21). According to Nation (1990:66-67) there are three kinds of vocabulary teaching strategy:

a. Presentation strategies

In this strategy, the target vocabulary is introduced for the first time. These will involve either presentation of the meaning or the form.

In presenting the meaning the teacher can use:

- 1) Visual strategy like the use of picture, body actions, real object or video.
- 2) Verbal presentation strategy like definition translation, and exemplification.
- 3) Audio presentation strategy like imitation of sound or having learners listens to a tape recording.

Form presentation focuses on the pronunciation or spelling of the word and includes strategies like the teacher's modeling of the target word.

b. Practice strategies

This strategy involves classroom review of the previously introduced vocabulary as well as homework (e.g. classroom test, games, semantic maps, written repetition).

c. Strategies for strategy training

The purpose of strategy training is to teach learners strategies for independent vocabulary learning like guessing from context, word building, dictionary use and keeping vocabulary notes.

According to Seal (1991) there are two kinds of vocabulary teaching strategy, namely:

a. Unplanned vocabulary Teaching

It refers to vocabulary being taught unsystematically, arising because one student has a problem with a word that has come up in the lessons or because the teacher thinks that an important vocabulary item is unknown to the majority of the students.

b. Planned vocabulary teaching

It involves two types: one incidental to the objective of the lesson and the other one specifically design as vocabulary lesson.

Harmer (1991:161-162) suggest other strategies that teachers can use to help their students practice vocabulary:

a. Thumbs-Up!

The teacher says a definition of a vocabulary word. If the students know the word, they raise their hands in a thumbs-up position. The teacher then counts to three, and the students quietly say the word.

b. Find the Word

The teacher says a sentence but omits a vocabulary word. Each student has a pile of cards with a vocabulary word on each and puts the

card with the missing word face down on his or her desk. On the count of three, the students turn their cards over.

c. Act It Out

Students take one card each from a pile of cards, each one of which has a vocabulary word on it. One student is chosen to act out the word on his other card while classmates try to guess what the word is. Whoever answers correctly gets to act out his or her word next.

d. Bingo

Each student makes a bingo card that features lines of vocabulary words in place of numbers, writing the words in random order so that all of the cards are different. The teacher reads a definition, and students mark the attendant word on their cards. The first student to mark all of the words in a line on the card calls "Bingo!" and becomes the next caller.

e. Beach ball vocabulary

The teacher writes the vocabulary words on a beach ball and asks the students to stand in a circle. The teacher then throws the ball to a student, who reads the word that is under his or her thumb and defines it.

f. Word search vocabulary

The teacher has students create a word search game on graph paper using their vocabulary words. Instead of providing a list of the words to

be found, the students list the words' definitions as clues. When they are done, the students solve each other's puzzles.

g. Find the Transition Word!

The teacher asks students to find the transition words (e.g., *because, however, so, and, if*) that link, break, or contrast clauses in a discussion.

h. Presentation

Not all vocabulary can be learned through interaction and discovery techniques are possible, however, they are not always the most cost effective. There are many occasions when some form of presentation and explanation is the best way to bring new words into the classroom. In this technique, the teacher can use media such as: realia and pictures.

i. Mime, Action, and Gesture

It is often possible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions in particular are probably better explained by mime. Concepts like "Running" and "smoking" are easy to present in this way (Harmer, 1991:161).

Gesture is useful for explaining words like form, to act or indicate that the past is being talked about (the teacher gestures backward over his shoulder).

j. Contrast

We saw how relations exist because of their sense and thus can be used to teach meaning. We can present the meaning “empty” by contrasting it with “full”, “cold” by contrasting with “hot”, “big” by contrasting it with “small”. We may present these concepts with pictures or meaning we ensure our student’s understanding.

This technique gives solution to make easy to get the meaning of the word. Contrast is the same with antonym word.

k. Explanation

Explanation the meaning vocabulary item can be very difficult the teacher grammatical explanation can be, especially at beginner middle level. It will be important, if giving such explanation includes information about when the items can be used.

An explanation is a statement which points to causes, context, and consequences of some object, process, state of affairs, etc together with rules or laws that link these to the object. Some of these of the explanation may be implicit.

When the teacher verbal explanation, he can employ many of the technique used to introduce interest when teaching the form of the word. For example, he can write the meaning (synonym opposite, synonym mother tongue, description) in code or with scrambled letter.

I. Translation

Translation is a quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words, and in the second place, it may make it a bit too easy for student by discouraging them from interacting with the words.

D. Review of Previous Studies

Related to the present study, the writer needs to review previous studies of similar topics in order find out the similarities and differences between the previous studies and this study.

Previous study by Wahyuni (2012) shows that the English teachers of MTs Negeri Bandung made some preparation dealing with the teaching of vocabulary towards their students. Those include preparation and use of media, the selection of method and strategy of teaching. The next preparation is in selecting appropriate method of teaching, especially vocabulary, in which the teachers use silent way and used presentation strategy. The presentation is in the form of showing pictures of artist, then followed with questioning and answering section and doing some tasks. In the application of the strategy, teachers didnot use English fully, but it is combination of English and Indonesia. The teachers used discrete and integrated test vocabulary to examine the students' mastery in vocabulary.

The differences between Wahyuni's study and this study can be seen from what aspect that the researcher studies. In her study she studied about

teacher preparation before teaching, teacher technique in teaching and teacher's in evaluating the students' vocabulary mastery. While this study only focused on the teachers' strategy in teaching vocabulary.

The second previous study is conducted by Rahayu. In her study, the researcher found that students who are good in vocabulary mastery at MTsN Aryojedong use various strategies in learning vocabulary. They choose their own learning strategies based on their characteristic, creativities, and interest.

The differences between the second study with this study is the second previous study focuses on the students' vocabulary learning strategies, this study focus on the teacher vocabulary teaching strategies.