

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter highlights theoretical framework of the definition of vocabulary; the importance of vocabulary for instructional; factors influencing vocabulary mastery; vocabulary teaching strategy; Independent learning vocabulary; the natures of One Day One Word (ODOW) Strategy which covers explicit teaching vocabulary strategy; the implementation of One Day One Word (ODOW) Strategy for instruction; and the strengths and weaknesses of One Day One Word (ODOW) Strategy.

#### **A. Vocabulary**

##### **1. Definition of Vocabulary**

Vocabulary has been found in every aspects of language. This definition has been investigated by amount researchers around the world. Neuman & Dwyer (2009, as cited in Bintz, 2011) assert this term as the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Besides to get effective communication, Moeller, Aleidine Kramer, Olha Ketsman, and Leyla Masmaliyeva (2009) vocabulary is central to the learning and teaching of a second language as it affords learners access to all forms of oral

and written communication that includes literature, music, and content knowledge. In addition, Zimmerman (1998) posits the role of vocabulary for communication and instructional, that vocabulary is central to language and a critical importance to the typical language learning.

Genuinely, vocabulary can be called as the words in such language. This is based on Morris (1984, in Kitchakarn and Choocheepwattana) who points out that vocabulary refers to every word in a language that is used for making understand especially between persons. Longhurst (2013) completes Morris's argument whether vocabulary is the list of words or phrases of a particular language along with their meanings. Meanwhile, Sedita (2005) asserts that vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts. Sesnan (2001, in Kitchakarn and Choocheepwattana) also concludes that vocabulary is total number of words we know and are able to use. Concluding to the definitions above, substantively, vocabulary means all the words that someone knows or use in such language, whether it is either on phrase form or on single form.

For more complete definition, The Longman Dictionary of Contemporary English (2003: 1843, as cited in Longhurst, 2013)

defines vocabulary as being “all the words that someone knows or uses”, “all the words in a particular language”, “the words that are typically used when talking about a particular subject” and “a list of words with explanations of their meanings, especially in a book for learning foreign languages”. However, Schmitt (2000) argues whether the term word is not specific enough to cover the complexity of vocabulary and to capture different aspects of lexis. There can be found that single words, phrasal verbs and idioms can all carry the same meaning. The different words and combinations of words are used in each case (Longhurst: 2013).

The term vocabulary has a broad meaning. Jackson and Amvela (2000, as cited in Aisyiyah, 2015) conclude whether the terms vocabulary, lexis, and lexicon are synonymous. There is no evident difference between those terms. In addition, Hornby (1995, in Al Qahtani, 2015) also defines vocabulary as “the total number of words in a language; a list of words with their meanings”. Besides, Burns (1972, in Al-Qahtani, 2015) discusses vocabulary as the stock of words which is used by a person, class, or profession. Furthermore, Diamond and Gutlohn (2006) as cited in Mokhtar, Ahmad Azman et al (2010) state that vocabulary is the knowledge of words and word meanings.” From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate in such language.

Based on the explanation above, it can be grasped whether vocabulary can be defined as the words which are known by a person, which are used to have an effective communication in such language or a list of words in such language which endorse the mastery of learning that language. Concisely, vocabulary is the collection of words in such language which is possessed by a person either to get effective communication or to learn a foreign language.

## **2. The Types of Vocabulary**

a. Vocabulary has been divided into two part based on Abersold (2004, as cited in Chintiami 2015). They are defined as below:

### **1) Active Vocabulary**

Active vocabulary is the vocabulary that people uses when they speak and write. Based on the skills which are implemented, this can be concluded that active vocabulary is the vocabulary that is used in productive skills.

### **2) Passive Vocabulary**

Passive vocabulary means the vocabulary that people recognize when they see it but they do not use when they speak or write. In other word, it

can be stated that the vocabulary which is only used on receptive skills.

b. Besides the definition above, another expert that is Ur (1996) has classified the vocabulary into some parts as below:

1) Synonyms :The word that nearly the same with another words.

e.g :beautiful = pretty

2) Antonyms :The word that mean the opposite

e.g :rich X poor

3) Hyponyms :The words that have specific example with other items.

e.g :rose, lily, and jasmine are the hyponyms of plant.

4) Cohyponyms :The words that the same kind with other things.

e.g :red, yellow, blue

5) Super ordinates:The idea that cover the specifics items.

e.g :plant is the super ordinate of rose, lily, and jasmine.

- 6) Translation :The words of learners' mother tongue have the meaning to other words that be taught.

### 3. The Importance of Vocabulary in The Instruction

Learning a foreign language requires the learners itself to master the vocabulary of such language. This statement is in line to Nation, (1990) and Pehna, (2006) as cited in Kaya (2014) that states whether because all language skills are dependent upon vocabulary, teaching vocabulary and vocabulary learning strategies becomes a must. Wilkins's in Yin Ling (2013) adds whether without grammar very little can be conveyed; without vocabulary nothing can be conveyed. Wilkins (1972, in Bintz 2011) emphasizes the crucial role of vocabulary by stating when students travel, they do not carry grammar books; they carry dictionaries. Those ideas bolster up the significant role of mastering vocabulary in such language. Wilkins gives an example of what the students' need when they come to the context vacation. What actually should be eminent is the vocabulary. Moreover, Wilkins compares twice between vocabulary and grammar, and he considers as the most as the vocabulary.

To corroborate meanwhile vocabulary is a crucial thing in instructional, Widdowson in Lewis (1993, as cited in Mukoroli,

2011) highlights whether the more one considers the matter, the more reasonable it seems to suppose that lexis is where we need to start from; the syntax needs to be put to the service of words and not the other way round. Reviewing what vocabulary which has been defined by Jackson and Amvella (2000, as cited in Aisyiyah 2015) above; vocabulary is the synonym of lexis, lexicon and lexicon. Krashen gives the priority whether learning on such language; it should be started in learning the vocabulary itself.

Indicating from the position of vocabulary in learning second language, Harmon, Wood, & Kiser, (2009 as cited in Bintz 2011) declare that learning vocabulary is an important instructional aim for teachers in all content areas in middle grades schools. Furthermore, John Dewey (1910, as cited in Bintz 2011) asserts that vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses. Without vocabulary, both the communicator and communicant have no effective communication because one of them cannot grasp what another's wants to be transferred.

In addition to answer the question why vocabulary is important for instructional, The National Reading Panel analyzes scientific studies that led them to conclude that readers' vocabulary is strongly related to their understanding of text. The NRP explains that when students are taught key words before reading text, they

have greater comprehension than students who do not receive such instruction. Besides, Amiryousefi & Vahid, (2010 as cited in Larrotta, 2011) discuss whether vocabulary acquisition is just as important as the acquisition of grammar; it is the heart of communication. Furthermore, Mokhtar, Rawian, Yahaya, et al., (2010, as cited in Larrota, 2011) point out whether some researchers believe that vocabulary knowledge may determine the quality of listening, speaking, reading and writing of a L2 learner. Thus, students with smaller vocabularies are at a greater disadvantage in learning, and this lack of knowledge too often is the main barrier to their comprehension of texts and lectures.

With regard to the effective use of a foreign language, vocabulary is central to language and of great importance to typical language learner (Zimmerman, 1998). Vocabulary encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts (Sedita, 2005). Orawiwatnakul (2011, as cited in Aisyiyah, 2015) highlights that vocabulary as a core component of language proficiency that provides much of the basis for how well learners speak, listen, read and write. However, the difficulty level of grasping vocabulary in a language possibly equals the significance level of vocabulary in language use. In addition, Oxford (1990, as cited in Demir, 2013) states language learners



have a serious problem remembering the large amounts of vocabulary necessary to achieve fluency.

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. (i.e. listening, speaking, reading, and writing (Nation, 2011 as cited in Al Qahtani, 2015). Rivers and Nunan (1991, in Demir, 2013), furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Based on the research, it has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome (Huckin, 1995 in Al-Qahtani). Then, Al Qahtani (2015) concludes whether many researchers argue that vocabulary is one of the most important-if not the most important- components in learning a foreign language, and foreign language curricula must reflect this. Wilkins (1972, as cited in Al Qahtani 2015) adds that: There is not much value in being able to produce grammatical sentences if one has not get the vocabulary that is needed to convey what one wishes to say. Richards and Krashen (1989), as cited in Al Qahtani (2015) state many reasons for devoting attention to

vocabulary. First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem.

For overcoming the explanations above, Meara (1980) states that vocabulary has been acknowledged as L2 learners' greatest single source of problems. Oxford (1990, as cited in Al Qahtani 2015) also claims 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, vocabulary places the crucial position in instructional. The importance of vocabulary comes out that this is the first thing what to be learnt in learning a second language. Without mastering vocabulary well, it can impact to the failure of learning such language. Despite other language components are important, because they are interconnected one to others, vocabulary can be described as the heart of learning such language. Comparing to the body, without a good role of a heart, this organism must not be alive. Yet, if the body have only the heart without lungs, brains, and others vital organs, this organism must not be complete. This is the interconnection of the language

components and language skills. They are related to one and others to get the maximum result of learning second language.

#### **4. Factors influencing Vocabulary Mastery**

Mastering vocabulary should be aided by the factors behind it. Schmitt (2000, as cited in Longhurst, 2013) mentions some factors which influence the vocabulary mastery. They are what mother tongue a student has, the age of the student, cultural background, levels of motivation and how much contact the student has with the target language are all variables that affect the learning of vocabulary. By observing of those factors, the optimal result of learning second language, mainly for mastering vocabulary mastery can be got.

### **B. Teaching Strategy**

#### **1. Vocabulary Teaching Strategy**

A teaching strategy is another side of getting success on learning and teaching instructional, encompasses for learning and teaching vocabulary. Tabtimsai (2003, cited in Demir, 2013) indicates that vocabulary learning techniques can help to improve students' learning outcome. 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 goals either can

succeed or cannot succeed is depend on the strategy which is implemented,

Focusing on what the vocabulary teaching strategy, Schmitt (1997, in Ozturk) explains that a vocabulary learning strategy is any strategy that results in the learning of vocabulary. Besides, Sanaoui (1995, as cited in Askari, Mohammad Iman, 2014) adds as learners' study habits of second language vocabulary and vocabulary teaching strategies as actions taken by the teacher to teach or practice target vocabulary. Thus, Ozturk concludes whether a learning strategy is self-initiated by the learner whereas a teaching strategy is teacher-initiated.

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; g) the word was introduced; h) Encouragement for children to pronounce words; i) Guidance for children to notice the spelling of target

words; j) Opportunities for children to compare and contrast words; k) Repetition and reinforcement of the target word. This offering strategy reflects a contextual way which is covered by incidental teaching strategy.

Moreover, Sweeny and Mason (2011) explore the effective vocabulary strategy, which 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. In addition, McVey (2007, as cited in Larrotta 2011) suggests instructors to: teach vocabulary in context; require the use monolingual English dictionaries; teach prefixes, suffixes, and roots; teach various forms of a new word; encourage students to read; teach reading skills; encourage students to review new vocabulary; and give students opportunities to use new vocabulary.

## **2. Independent Learning Vocabulary**

Corresponding to the name of the strategy which is offered by the researcher, there is also a new trend of teaching students to be independent and responsible for their learning. Gu, 2003; Lu Mei-Fang, 2008 as cited in Larrotta (2011) conclude whether research on which methods of instruction increase independent learning of vocabulary words continues to be a necessity. In addition, Walters and Bozkurt (2009) declare that vocabulary

notebooks are an effective learning tool when students have self-motivation for language learning. They provide a detailed explanation on the implementation of vocabulary notebooks within a formal EFL program (Larrotta, 2011).

In conclusion, making actively the learners of second language in increasing their vocabulary volume, it is recommended to involve directly for students to make their part. Such as, they are required to make an independent note to criticize and emphasize their own knowledge.

### **C. One Day One Word (ODOW) Strategy**

#### **1. The Nature of One Day One Word (ODOW) Strategy**

One Day One Word (ODOW) Strategy is a strategy for teaching and learning vocabulary which is modified by the researcher from explicit vocabulary teaching strategy. This One Day One Word (ODOW) strategy inspired from One Day One Juz (ODOJ) which is familiar to society of Indonesia since 2008. The aim of the researcher decides to name this strategy as the stated above is to make it well known and lead the learners to dig their prior knowledge up about this strategy based on its name.

Regarding the naming of this strategy, this One Day One Word (ODOW) strategy means that each day, the learners should touch in English as their input to succeed their learning second

language process. This should be One Day One Word, because, learners will be more comprehend if they have an input regularly in such language. The more complete definition about what is explicit vocabulary is served in theoretical framework below.

## **2. Explicit Vocabulary Teaching Strategy**

Vocabulary strategy has been divided into two main parts. The first is explicit vocabulary, and the second is implicit vocabulary strategy. Because of this study focuses on explicit strategy, the researcher only deeply reviews the explicit strategy.

Based on its name as explicit vocabulary teaching strategy; Demir (2013) states whether the main focus of intentional (explicit) vocabulary learning is the vocabulary itself. Anuthama (2010) adds whether intentional (explicit) learning through instruction significantly contributes to vocabulary development. Besides, Coady (1997) emphasizes the necessity of intentional vocabulary instruction as a prerequisite by asking “how beginners could learn enough words to learn vocabulary through extensive reading when they do not know enough words to read well?”. Regarding the crucial of explicit vocabulary, Taylor et al. (2009) believe that explicit teaching is a way of teaching vocabulary that has a clear pedagogic component and involves the teacher, who must go beyond naming or providing a long list of words to be learned by

students in a unit of study and instead provide appropriate instruction to facilitate learning.

At this point, explicit vocabulary instruction also necessitates active involvement of students in various vocabulary activities and doesn't solely rely on traditional instruction Demir (2013). For addition, Bornay (2011) quoted in Kaya (2014) stated that explicit instruction has a positive impact on students' vocabulary acquisition, and it contributes to the development of students' metacognitive awareness. Rather, in Nation and Newton's (1997, in Demir, 2013) words, explicit instruction includes the use of vocabulary exercises of various types and is "particularly important for struggling readers". What's more, numerous studies have documented the positive impact of direct, explicit vocabulary instruction on both immediate word learning and longer-term reading comprehension (Biemiller: 2003, as cited in Feldman and Kinsella, 2005).

Another source, The Longman dictionary of Contemporary English (2003) defines the term explicit as being "expressed in a way that is very clear and direct". The following definition of explicit vocabulary acquisition is short and concise; "explicit learning through the focused study of words" (Schmitt, 2000). Therefore, in contrast to implicit vocabulary acquisition, where there is no particular focus on any specific words, explicit



vocabulary acquisition can be defined as being a way of learning vocabulary in a clearly defined and intentional way. Therefore, Longhurst (2013) concludes that rather than assuming that a learner will acquire vocabulary as a bi-product of exposure to, and use of, a language, an explicit approach entails a conscientious and deliberate focus on specific vocabulary during different aspects of classroom study.

Besides, the explicit teaching vocabulary has been found on some research which suggests that explicit support for vocabulary learning can help less skilled readers learn new and challenging vocabulary (Taylor et al, 2009) and is vital for second language learners. In teaching vocabulary explicitly, you will learn the importance of explicitly teaching vocabulary through one teacher's journey (Hanson and Jennifer F. M. Padua, 2011).

For adding the findings above, Taylor et al., (2009) notions that students need to go beyond memorizing definitions. They must be taught strategies that will allow them to integrate new word meanings with their existing knowledge in order to build strong conceptual representations of vocabulary across multiple contextual settings. As students expand their experiential and conceptual backgrounds, they will also expand and refine their knowledge of word meanings.

Explicit instructional activities that visually display new words while allowing students the opportunity to compare and contrast these new words to already known words, can provide a beneficial means for increasing the vocabulary knowledge of struggling readers (Nichols & Rupley, 2004 as cited in Taylor et al, 2009). For addition, Biemiller (1999, as quoted in Taylor et al, 2009) noted that students can learn two to three new words a day when instructional learning strategies are based on active processing and are applied in a meaningful context.

Thus, explicit instruction should not as simple as rely on the conventional definition or context-based approaches, which tend to be passive, but should foster active engagement and word study on the part of students (Taylor et al, 2009).

### **3. The Role of Explicit Vocabulary Strategy for Instructional**

By explicitly teaching multiple meaning words and technical words, teachers can assist students in developing word and increase their understanding of content material. It is important for teachers to make connections between the learners' prior knowledge and the new vocabulary. Sibold (2011) argue whether direct instruction of academic vocabulary includes the use of a variety of strategies, many of which use visual aids for students and present the words in context. There are many effective strategies

such as the use of signal words, talk-through with read-alouds, vocabulary games, and Quick Writes that help ELLs learn new words and provide tools for them to use in class and independently. By partnering with parents, teachers increase the opportunities for students to receive the help they need in learning academic vocabulary.

#### **4. Procedures in Implementation of One Day One Word (ODOW) Strategy for Instruction**

One Day One Word (ODOW) strategy, which is modified from explicit vocabulary strategy, automatically leads the students to directly learn vocabulary, minimum a word a day. As stated in the background of the study, by employing this strategy, the learners should have a vocabulary list which demands the students to fill. The column of the list consist of the number, the day, the dates, the vocabulary, the meaning in their mother tongue (first language (Indonesian) equivalent), part of speech of the word, and a sentence as the example based on the context. The implementation can be visualized by the statements below:

1. The students should know the content list of ODOW which the column consists of the number, the day, the dates, the vocabulary, the meaning in their mother tongue (mother tongue (Indonesian) equivalent), part of speech of the word,

and a sentence as the example based on the context. The list can be drawn as the table below:

**Table 2.1. One Day One Word List**

| No.  | Day | Date                            | Vocabulary | Equivalent in Indonesia | Part of Speech | Contextual Sentence                 |
|------|-----|---------------------------------|------------|-------------------------|----------------|-------------------------------------|
| 1.   | Fri | 10 <sup>th</sup><br>Feb<br>2017 | Word       | Kata                    | Noun<br>(n)    | I learn words of English every day. |
| 2.   | Sat | 11 <sup>th</sup><br>Feb<br>2017 |            |                         |                |                                     |
| etc. |     |                                 |            |                         |                |                                     |

2. The students find and decide a word which is matched to the instruction topic and contextually going to be improved.
3. The students write the chosen word in the list of ODOW.
4. The students find the synonym of the chosen word in their first language (Indonesian).
5. The students analyze which part of speech of the chosen word belongs to.
6. The students make a sentence contextually based on the word which is chosen.
7. The students report their report to the teacher by using WhatsApp/ texting.

Hence, besides knowing the synonym of such vocabulary in their first language, students also criticize and analyze its part of

speech and demanded to make a contextual sentence. This is expected to drive the students to enrich their vocabulary collection. Besides, it is also expected to lead them have a good comprehend of second language by making a contextual sentence which will affect to the success of learning English as second language. This column is relevant to Nichols and Rupleys (2004, as cited in Taylor at all 2009) who state that students must go beyond just memorizing definition to integrating words meaning into their existing knowledge in order to build conceptual representation of vocabulary in multiple contextual situation. In applying this strategy, the teacher is required to monitor the students' progress effectively on every day.

#### **D. Review of Previous Studies**

The previous researches have implemented the explicit vocabulary teaching strategy in order to enlarge non-native speakers' vocabulary of English. Longhurst (2013), in his study has applied explicit vocabulary teaching strategy to increase the Swedish vocabulary mastery. However, he only focuses on one method that is Communicative Teaching and Learning (CTL). To complete his study, the researcher combines more than one method including audio lingual method, grammar translation method, suggestopedia, community language learning, and contextual teaching and learning.

Besides, the researcher also evolves the research done by Kitchakarn and Choocheepwattana which applying explicit teaching vocabulary for reading comprehension only. This One Day One Word (ODOW) Strategy offers all skills of language including listening, speaking, reading, and writing.

Furthermore, a study done by Anuthama (2010) focuses on ripple effect, word wall approach, using color vocabulary. The ripple effect observes on peeling up the word up to the deeper one. According to this methodology the meanings of a word often radiates from the center along several lines by focusing on different features of the original object. Next, word wall approach is maintaining writing vocabulary on wall to visualize the students which will impact to memorizing it. Then, for using color vocabulary have tremendous influence on human beings. By this study, the researcher develops his study in involving directly engaging the contextual sentence, which is expected to ease the students to not only memorize, yet also understand.

For addition, a research which is done by Yin Ling and Wei Ciu (2013) shows that it applies three books as the reference in conducting the test instrument. To improve it, the researcher at least takes five books for the source of test instrument. It is aimed to enrich the learners' knowledge and to make the test more valid.

Another research can be found a limitation which may be built by the researcher of this study. Demir (2012) has examined in his study that

he applies a set of vocabulary done by the researcher. Something which can be offered by the researcher of this study is, the learners increase their own vocabulary which is more touched to their contextual. Therefore, they are not set by the researcher.

A research which is done by Shakouri et al (2014) focuses to connect explicit teaching vocabulary and reading comprehension only. In order to improve their study, the researcher offers One Day One Word (ODOW) Strategy to engage to expanded areas of learning English as Foreign Language. This can be applied to all skills of language through listening, speaking, reading, and writing. Thus, ODOW strategy offers expanding the area of learning English.

#### **E. Strengths and Weaknesses of One Day One Word (ODOW) Strategy**

This One Day One Word (ODOW) strategy comes with both its strengths and weaknesses. The strengths of this strategy are; the students are offered to ease their learning of English by implementing a simple strategy which is only a word a day they should master, it is expected to ease their study and still reach the instructional goal; the students can enrich their vocabulary mastery by implementing One Day One Word (ODOW) Strategy; the students are trained to apply critical thinking in analyzing the vocabulary entry; the students can improve their comprehension of English by looking at the context; the students are trained to be an independent man; the students are trained to have a huge

responsibility; and the next is the students are trained to be honest either for themselves or for their teacher (researcher). Besides, the weaknesses of this strategy are; it consumes time; it can be successful when the learners have a high motivation and desire in learning English; it also needs frequent monitor by the teacher (researcher); it needs nowadays gadget, so it is not supported for students who do not have nowadays gadget.

Despite this One Day One Word (ODOW) Strategy has its weaknesses, this strengths is more dominant than its weaknesses. To overcome the weaknesses of this strategy, the researcher or the teacher can creatively manage to minimize them. One example of minimizing these weaknesses is when they have a low motivation in learning; it is recommended to try to increase the students' motivation in learning English by applying interested and suitable technique to impress the learners. Besides, the learners are trained to have an unconscious learning which is very useful in the society life, such as being responsible, being honest, and being independent man. If the students are not supported by nowadays social media, they can report their report face to face to the English teachers to still touch with English everyday. Hence, besides offering in improving cognitive skill, this strategy also offers the affective skill, and psych-motoric skill.