

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter includes the review of literature that the researcher used in that thesis. This chapter present the definition of vocabulary, pocket book generally, pocket book for vocabulary, vocabulary to seventh grade students and previous study.

#### 2.1 Vocabulary

There are many definition of vocabulary. Nunan (2003) states Vocabulary is needed for comprehension of the language and it also increases fluency in the language. According to Harimurti kridalaksana, vocabulary is a component of a language that maintains all of information about meaning and using word in a language. Dedy suryana in *Teaching Vocabulary* (1990) also stated that, vocabulary is one of the language component. It supports the teaching and learning of the four language skill of listening, speaking, reading and writing.

Vocabulary is an important aspect in our life. It is because people need vocabulary in expressing their ideas both of in mother tongue and foreign language. Vocabulary always becomes the essential part of English as foreign language. Every person who learns a language must learn the vocabulary of the

language in order to make the learning process easier. In language learning, vocabulary plays an important role. Edge (1993:27) states that knowing a lot of words in foreign language are very important. Adiwirarta in Husen (1994: 7) state the definition of vocabulary “ 1). *All of words in a language*, 2). *Words that is used by certain people in certain area*, 3). *List of words and phrases from a language that is listed based on alphabetically*”.

According to Celce and Olshtain (2003: 73) “word list a core elements of the language curriculum” it means that word or vocabulary is the basic element to study language. Vocabulary is one of the foundation for students in studying English that can links the four skills of listening, speaking, reading and writing. It is the most important element that should be taught for the first in teaching English. Based on the definition above, the writer can conclude the definition of vocabulary is a language component that is used to express idea or meaning.

### **2.1.1 Kinds of Vocabulary**

According to Nation (2001: 11) he distinguishes kinds of vocabulary into four kinds, they are : 1) High Frequency Vocabulary, 2) Academic Vocabulary, 3) Low Frequency Vocabulary, and 4) Technical Vocabulary.

#### **1. High Frequency Vocabulary**

The vocabulary that frequently appear in a written text or word in spoken. It covers a very large proposition of the running words in

spoken and written text and occur in all kinds of uses of the language. High frequency words are evidence almost 80% until 95% in the written or spoken form. For example, do, make, say, live, etc.

## 2. Academic Vocabulary

Academic vocabulary is variously known as generally useful scientific vocabulary. Typically, academic vocabulary list include word like accumulate, achieve, compound, complex, and proportion that are common in academic texts.

## 3. Low Frequently Vocabulary

There is very large group of words that occur very infrequently and cover only small proportion of any text. It makes up over 5% of the words in the text. The kinds of low frequently vocabulary they are: 1) some low frequency vocabularies are words of moderate frequency that did not manage into the high frequency list, such as, curious, wing, gate, etc. 2) many low frequency vocabularies are proper names, like Johnson and Ohio. 3) one person's technical vocabulary is another person's low frequency vocabularies. This ancient vocabulary proverb makes the point that.

#### 4. Technical Vocabulary

Technical vocabulary is vocabulary that is very closely related to the topic and subject area of the text. These vocabularies include indigenous, regeneration, and timber. These vocabularies are reasonably common in a topic area but not common elsewhere.

In *Strategies For Developing Emergent Literacy* Miller, (2000: 178) states, there are four types of vocabularies. Listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary.

##### 1. Listening Vocabulary

Listening vocabulary is the first type of vocabulary that a young child must acquire. It is primarily learned in the home by hearing family members and others with whom the young child comes in contact speak. It is obvious that if a very young child attends any type of early childhood facility, the adults there also are very important in the acquisition of the listening vocabulary.

##### 2. Speaking Vocabulary

Young child learns the speaking vocabulary from the imitation and modelling of family members and other adults with whom he or she comes in contact. That is why it is important for the young child's speech models to use correct grammar and listening precise vocabulary.

### 3. Reading Vocabulary

Reading vocabulary is primarily developed in school unless the child is an early reader, in that case it can be learnt in the home or in some kind of child-care facility. By the time the child is in the intermediate grades, his or her reading vocabulary usually much exceed the speaking vocabulary unless the child is a disabled reader.

### 4. Writing Vocabulary

The fourth type of vocabulary is writing vocabulary, that also primarily is learned in the school, although a start can be made before school entrance especially if the child is encouraged to use invented spelling. Normally the writing vocabulary is the smallest, because a person often does not use a member of words in his or her writing that are used in speaking or met while reading.

### 5. Potential or Marginal Vocabulary

The type of meaning vocabulary is composed of all the words that the child may be able to determine the meaning of by using semantic (contextual) clues: by examining prefixes, suffixes, or word roots, or by understanding derivatives of words. It is usually impossible to determine the size of child's potential vocabulary, since the context in which a word is located may determine whether or not the child will know its meaning. It is important for each child in the primary grades to have a good

understanding of context and know the meaning of many words so that he or she will have a large and useful potential vocabulary. However, the potential vocabulary is of fairly limited importance in the primary grades in comparison to its importance in the middle-upper grades.

In other references, hedge (2003: 116) divides vocabulary into two kinds, they are: passive vocabulary and active vocabulary. Passive vocabulary contains all the words that you understand when you read or listen, but you do not use (or can not remember) in your own writing and speaking or the vocabulary that can be recognized when encountered, for example in a text. But the learner can not easily produce in speech or writing as active vocabulary. Active vocabulary is all the words you understand, plus all the words that you can use in the speech and writing form.

### **2.1.2 The Importance of Vocabulary Mastery**

Mastering vocabulary is an important thing in learning language, because language is so complex and one of the complexities is vocabulary. Language has so complex and varied vocabulary as English. Without vocabulary mastery, learning language becomes a very hard thing to do and communication in second language can not happen in any meaningful way. A strong vocabulary can be a valuable asset in the future life. The vocabulary mastery can not done spontaneously but step by step. So, vocabulary is very important in

learning language and mastering vocabulary will facilitate someone in using language in communication. Mastering vocabulary would be useful because it will be :

1. Easy to learn of language.
2. Easy to understand what the people are talking about.
3. Easy to make communication with the different topic freely.

## **2.2 Pocket Book Generally**

There are a lot of definitions about pocket book. Anderson (Sadiman, dkk : 1996; Hamalik, 1994; Miarso, dkk : 1986) classify that book as print media that is used in learning. He mention that there are 3 kinds of print media, they are text book, hand book and task book. According to Anderson, pocket book involve in the hand book. Pocket book is a paperback or other small or cheap edition of a book (Kamus Besar Bahasa Indonesia, 2005: 185). Pocket book is a small especially paperback book that can be carried in the pocket (Balai Pustaka).

Developing pocket book is process develop pocket book that has small size and can included into pocket. This book easy carry out everywhere. Abdul mutholib in his thesis "*Pengembangan Buku Saku Sebagai Media Pembelajaran Berbasis SETS ( Science, Environment, Technology, Society) Pada Materi Zat Adiktif Dan Psicotropikadi Mts NU*

*Kangkung Kabupaten Kendal Kelas VIII Tahun Ajaran 2010/2011*” using 5 indicators to make pocket book :

#### 1. Design Pocket Book

Design pocket book is framework/design as first draft before make pocket book.

#### 2. Size of Pocket Book

Size of pocket book is something that can be counted. Because this is pocket book so the size of this book suitable with a pocket.

#### 3. Pocket Book Presentation

Pocket book presentation is the process how to present the pocketbook. The presentation in this case can be use to attract the students motivation to read.

#### 4. Material in The Pocket Book

It means something or matter to evaluate, to think of and to discuss.

Generally, the format of pocket book (Kemendiknas: 2012) are explained below:

1. Introduction, contains of:
  - a. Title ( Title, writer, institute, etc.)
  - b. Table of content



- c. Preface ( In the preface is written by the writer about the content of the book, the backgroud of written pocket book, the user, and say thanks, etc.)
2. The content, contain of:
    - a. The illustration of the materials
    - b. In the end of chapter provided evaluation.
  3. Closing, contain of bibliography

The criteria of written pocket book is adopted from writen instructional material (Kemendiknas: 2012) that should be considered by the researcher:

1. Presentation of the book

The presentation of the book interesting, it means the presentation of the book can attract the reader to read.

2. Language

The language that is used is standart indonesian language and easy to understand.

3. The structure of the book

The structure in the book contain about short in written the title, interesting in set up the title, table of content and etc.

4. Easy to read

Easy to read contain about the font and the letter not small and easy to read.

### **2.3 Pocket Book for Vocabulary**

Pocket book is a paperback or other small or cheap edition of a book. Vocabulary is the entire set of words of a language. Another word for the vocabulary is the lexis and it contains lexical item or it is just the overall system of words, or the most commonly used words in a language. Vocabulary is needed for comprehension of the language and it also increases fluency in the language (Nunan, 2003). So, the writer can conclude the definition of pocket book for vocabulary is a paperback or other small or cheap edition of a book and consist of vocabularies.

### **2.4 Vocabulary to Seventh Grade Students**

Vocabulary has not been a particular subject for students to learn, but has been taught within lessons of speaking, listening, reading and writing. During the lesson, the students at junior high school use vocabulary provided by the teacher depend on the curriculum and syllabus. The students in the first junior high school begin with learning English deeply. They start to increase their ability in listening, speaking, reading and wrtting more. They will be familiar with four skills and components of English language in this grade. The vocabularies that should the students reach in this grade are :

1. Shoping list
2. Announcement
3. Expressing likes and dislikes
4. Asking for opinion

5. Asking and giving something
6. Asking and giving facts
7. Asking and responding clarification expressions
8. Asking And accepting Request
9. Asking, Offering and Giving Help
10. Hobby
11. Politeness

## **2.5 Previous Study**

There are many research using research and development theory. Some of those are the thesis with the title *“Developing english vocabulary material by using collocation at 3rd grade student SDN kedanyang gresik”* by Choirul Yanuar Rahman. In this thesis the researcher by using collocation in the form of multimedia. Collocation is a way in which some words are often used together, that is needed to express the word in different idea that is limited in school environment. The product of this study will be in the form of (PPT) file, as media of vocabulary development. The researcher uses ADDIE model as guide to build the material development. From the explanation above, the similarity between those thesis and the researcher is the usage of Addie’s model. And the differences are the subject and the result. The result of those research is in the form of PPT file, but the result of this thesis is in the form of pocket book for vocabulary to the seventh grade students of MTs Darul Huda.

The other study is the thesis with the title “*Pengembangan Bahan Ajar Buku Saku Geografi (BSG) Pada KD 3.3 Menganalisis Hidrosfer dan Dampaknya Terhadap Kehidupan Di Muka Bumi untuk Kelas X di SMAN 1 Cerme*” by Wiwin Puji Wahyudi. This thesis tells about the material development that focus on written text. The researcher using Addie’s model to develop his material. Addie’s model has 5 steps development, the researcher develop his material based on it. The final product is valid, the validation given by material expert 90,6%, 93,5% by geography teacher, and 73,2% by Indonesian teacher. From the explanation above, the similarity between Wiwin Puji Wahyudi and the researcher is the usage of Addie’s model. And the differences are the subject and the result. In those research concern on the properness of the product, but in this research the result is the effectiveness of the product.

And the other study is the thesis with the title “*Pengembangan Buku Saku Sebagai Media Pembelajaran Berbasis SETS (Science, Environment, Technology, Society) Pada Materi Zat Adiktif Dan Psikotropika di Mts NU Kangkung Kabupaten Kendal Kelas VIII Tahun Ajaran 2010/2011*” by Abdul Mutholib. This thesis tells about zat adictive and psikotropica material that focus on interactive written text. The product in this research in the form of pocket book that full of color and chart. The researcher using Kaufman’s model that has 6 steps development. From the explanation above, the similarity between Abdul Mutholib and the researcher is the result. Both Abdul Mutholib and researcher concern in the effectiveness of the product. But, the differences are the subject and the model development.