

## CHAPTER II

### REVIEW OF RELATED LITERATURES

In this chapter, the researcher presents about related theories which is taken from some of related literatures including definition of vocabulary, the importance of vocabulary, types of vocabulary, teaching vocabulary, and some of the previous studies.

#### A. Vocabulary

##### 1. Definition of Vocabulary

Vocabulary is a list or collection of words and phrases usually alphabetically arranged and explained or defined, in short vocabulary is the body of words used in a particular language. According to Allen (1983:248) vocabulary may be defined as a stock of words used by person, class, or profession. It indicates that the collection of words to communicate effectively both oral vocabulary and reading vocabulary. Oral means producing vocabulary by speak up, while reading vocabulary means the awareness or recognizing the words in written form.

Read (2000:17) states that vocabulary is a list of words usually defined and arranged alphabetically in a dictionary or specialized glossary complete word stock of language. Meanwhile, Harmer (1991:3) argued that vocabulary is not only a list of words. But the words that can express meanings which are slippery words. It means that some words may appear as simple to refer one thing and easy to teach, but sometimes there are some words may difficult to teach because has more than one meanings depend on the words they are attached with.

Based on Kusumaningrum (2011:127) vocabulary is one of the language components which need to be mastered when the students are learning English. While, Harmer (1991:158) summarizes that knowing a word (vocabulary) means knowing about meanings, word use, word formation, and word grammar. Thus, vocabulary can be defined as one of language component that has meanings and functions. the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. In addition, Jackson and Amvela (2000:11) say that the terms of vocabulary, lexis, and lexicon are synonymous.

Beside the definition, the evolution of vocabulary of language always changes and grows. As life become more complex, people devise or borrow new words to describe man's activities. No one knows exact numbers of words in the English vocabulary today. From the interpretation above, we can conclude that vocabulary is the core component of language proficiency that consists of a set of lexeme, including single words, compound words, idioms; provides much of the basis for how well learners speak, read, listen, and write; and has similarities with the term 'lexis' and 'lexicon'.

From the explanation above, it can be concluded 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 that has meanings and the knowledge in recognizing words. Thus, the definitions above indicates that vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills. In English language learning, vocabulary takes place in building the language proficiency. The objective of the

vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, they will get the better skill that can be reached in using language.

## 2. The Importance of Vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972-112) wrote that “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. In fact, vocabulary is an important aspect must be mastered in order to use English language well. Vocabulary is important across the curriculum from language arts and social studies to mathematics and science. It is intimately connected to both effective reading and writing skills, and these skills in turn are necessary for doing well in school. Particularly as students develop greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies.

In the realm of education, vocabulary mastery is the one important aspect especially for the learners who learn English as foreign language. Students often instinctively recognize the importance of vocabulary to their language learning, because learning vocabulary help the students master in English for their purposes. By mastering vocabulary, they can communicate with others, write and translate the meaning of English text.

Vocabulary has an important roles in allowing the students to develop their other English skills. Improving their ability in enrich vocabularies has a direct and positive impact on the students capacity to build up their language proficiency as a whole. Nation (1990) notes that vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform. It seems like when someone's working memory is not loaded with hesitation about the correct spelling, pronunciation and contextual use of the words, they can concentrate fully on higher level aspects of language such as using precise sentence structures and appropriate expressions for the type of conversation that is going on. Thus, instead of contrasting vocabulary with the rest of the language skills, it would be more useful to consider it as solid bedrock upon which to build the overall language proficiency.

Vocabulary is learned through focused, conscious study, but even more commonly in an indirect manner through listening and reading, using context clues to figure out the meaning. Nevertheless, Paul (1990) says that this kind of incidental learning is only work if the amount words remain high. Therefore, mastering the vocabulary is the way how to easy recognizing the words from the context in which they occur. This obviously constitutes a clear disadvantages for the students who has less vocabulary. Thus, it shows that the more the learners know the more their ability to use the words to learn even more.

Vocabulary represents one of most important skills necessary for teaching and learning a foreign language. Vocabulary is the main tool for the students in their attempt to use English effectively. For instance when confronted with a native English speaker, when watching a movie without subtitle or when listening to a

favorite English song, when reading a text or when writing a letter to a friend, students will always need to operate with words. Indeed, people need to use words in order to express themselves in any language. Read (1988:12) also added that the importance of vocabulary and the need for more systematic vocabulary development for foreign language learners have been highly recognized by those who are having difficulties in reading comprehension and other skills by a 'simple lack of word knowledge'. In conclusion, the vocabulary skill is determined on how the students learn and their ability to use language for communication with others in the teaching learning process.

### 1. Types of Vocabulary

Vocabulary has many types in its classification. The classification can help the teacher to understand and formulate the material for the students in teaching learning vocabulary. According to Harmer (1991:109) there are two kinds of vocabulary type in the language test. Namely active vocabulary and passive vocabulary. The explanation of each type as follows:

#### a. Active Vocabulary

Active vocabulary refers to the vocabulary that consists of words a person uses for a speech or writing as he fully understands the meanings of the words. It can be called as working vocabulary or functional vocabulary. An active vocabulary is made up of the words readily used and clearly understood by an individual when speaking and writing, it's like productive vocabulary. Contrast with passive vocabulary. This type is used in written or spoken by the learners.

### b. Passive Vocabulary

Passive vocabulary refers to the vocabulary that consists of words a person encounters in a newspaper and editorials or in others speech. These are unfamiliar words where it can be judged based on its context of use. This type is also called receptive vocabulary or recognizing vocabulary. A person's passive vocabulary consists of the words whose meanings they know, so that they do not have to look the words up in a dictionary. But which they would not necessarily use in ordinary conversation or writing.

From the explanation above, the researcher conclude that with passive vocabulary, the students can listen and understand. Hearing the vocabulary used prompts they to recall its meaning. In other words, they are being made to recall it. Thus, it's passive vocabulary. Active vocabulary, on the other hand, is vocabulary that the students can recall and use at will when the situation requires it. They are choosing to use the word and actively retrieving it from memory.

Besides that, Montgomery (2007) classified the types of vocabulary according to its tier. There are three kinds of vocabulary:

#### a. Tier 1- Basic Vocabulary

Tier one consists of the most basic words. These words rarely require direct instruction and typically do not have multiple meanings. Sight words, nouns, verbs, adjectives, and early reading words occur at this level. Examples of tier one words

are: book, girl, sad, run, dog, and orange. There about 8,000 word families in English included in tier one.

b. Tier 2- High Frequency/Multiple Meaning Vocabulary

Tier two consists of high frequency words that occur across a variety of domains. That is, these words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading. Following is a list of standards for tier two words:

- Important for reading comprehension
- Characteristic of mature language users
- Contain multiple meanings
- Increased descriptive vocabulary (words that used across a variety of environments allow students to describe concepts in (generalization) a detailed manner)

Tier two words are the most important words for direct instruction because they are good indicators of a student's progress through school. Examples of tier two words are: masterpiece, fortunate, industrious, measure, and benevolent. There are about 7,000 word families in English (or 700 per year) in tier two.

c. Tier 3- Low Frequency, Context-Specific Vocabulary

Tier three consists of low-frequency words that occur in specific domains. Domains include subjects in school, hobbies, occupations, geographic regions, technology, weather, etc. We usually learn these words when a specific need arises, such as learning amino acid during a chemistry lesson. Examples of tier three words

are: economics, isotope, asphalt, Revolutionary War, and, crepe. The remaining 400,000 words in English fall in this tier. It important to remember that tier two and three words are not all clear-cut in their tier classification. There is more than one way to select the words. Word knowledge is subject to personal experience.

In relation to kinds of vocabulary, Nation (2001) states that there are four types of vocabulary in the text:

- a. High frequency words. These words are almost 80% of the running words in the text;
- b. Academic words. Typically, these words make up about 9% of the running words in the text;
- c. Technical words. These words make up about 5% of the running words in the text;
- d. Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

## 2. Teaching of Vocabulary

Since vocabulary is one important part in English acquisition, teaching vocabulary is also the major part of the teacher's art. Students need to see words in context to see how they are used. Harmer (2007:229) says accordingly, the best way, perhaps, of introducing new words is for students to read text or listen to audio tracks and see or hear those words in action. Thus, the teachers must be creative and innovative in teaching vocabulary. Providing fun and suitable teaching strategy is the first important step to create learning vocabulary easily.



Considering the vocabulary learning process, determining the levels of mastering the vocabularies is one of the important matter in teaching vocabulary. The Partnership for Reading (2001), in summarizing conclusions drawn by the National Reading Panel, described three levels of vocabulary learning: unknown, acquainted, and established. Definitions for each of these three levels are presented in the following table:

**Table 2.1. Figure 8.1 Levels of Vocabulary Learning**

| <b>FIGURE 8.1</b> Levels of Vocabulary Learning                   |  |
|---|--|
| <b>Defining Levels of Word Knowledge</b>                          |  |
| <i>Unknown</i>  | The word is completely unfamiliar and its meaning is unknown.  |
| <i>Acquainted</i>   | The word is somewhat familiar; the student has some idea of its basic meaning.                           |
| <i>Established</i>  | The word is very familiar; the student can immediately recognize its meaning and use the word correctly. |
| <hr/> <small>Source: From Partnership for Reading (2001).</small> |  |

Harmer (1991:155) also states about the techniques for teaching vocabulary that is summarized as follows:

- a. **Demonstration.** The teacher demonstrate the language where he or she wants the students to study hard by offering them in action.
- b. **Explanation.** The teachers explain the construction of language in diagram, textbook, in the board or projected media.
- c. **Discovery.** The students can be encouraged to understand new languages by discovering them in a test or by looking at grammatical evidence in order to work out a grammar rules.
- d. **Check question.** The teachers can check a question to see if the students have understood the meaning and use in the text or paragraph.

- e. Presentation. The teachers show the things and does not present words to the students, for example picture, video, action, and gesture to present of the words.

### 3. Information-Gap Tasks Strategy

One of Task-based language teaching strategy type is Information-Gap Tasks. According to Pica, Kanagy, and Falodun (1993), IGT is the activity one student or group of students has one set of information and another students or group has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity. An Information-Gap activity takes place between students, not between a student and a teacher, though a teacher can certainly demonstrate the activity. The two students will be asking each other questions to which they don't know the answer; these questions are called referential questions. The goal of the activity is for the students to discover certain information, whether about the other person or related to a specific activity.

IGT are useful because they are very meaningful; all students are involved in the process equally and they are all moving towards a specific purpose. Each student has the task of finding out certain information, and therefore must find a way in which to ask for this information. Motivation is usually quite high in these activities. These activities help move the students from working in a more structured environment into a more communicative environment; they are hopefully using lots of the target language, and in the process discovering where they have gaps. Knowing where these gaps are gives them a direction in which to improve.

In this study, the researcher uses IGT in teaching vocabulary. Meanwhile, in teaching vocabulary itself the researcher includes the material in reading skill based on the lesson plan that used at SMAN Campurdarat. The general overview of the lesson plan is:

- Pre-activity:

The students read some of texts at glance with their partner then try to discuss about the content. They can try to think what kind of informations based on the text.

- Main-activity:

The students do filling the gaps activity with their partner. They can try to find what words are missing. If the gaps are complete then the students can present in the class in order to train their vocabulary skill.

- Post-activity

The students read again the full text and remember about the vocabulary building when they do gap filling activity.

In the teaching and learning process, the researcher only focus on building the students vocabulary mastery through IGT activity. The researcher selects the reading material based on their text book or LKS that is familiar for them, thus they can learn the vocabularies easier.

## **B. Some of Related Previous Studies**

There are two previous researches that related to Information-gap Task strategy. The first is from Jondeya (2011) entitled '*The Effectiveness of Using Information Gap on Developing Speaking Skills for the Eighth Graders in Gaza*

*Governorate Schools*'. The study was a pre- experimental design that identify whether Information-Gap Tasks techniques is suitable or not to improve the students speaking ability of the first grade student at Gaza Governorate School.

The second previous study is from Suputri (2014) entitled '*Teaching Speaking Through Information-Gap Tasks to the Eight Grade Students of SMAN 7 Denpasar in Academic Year 2013/2014*'. This study was an Classroom Action Research (CAR) that identify the Information-Gap Strategies is suitable or not towards the students speaking ability at SMAN 7 Denpasar.

In addition, there are two previous studies related to vocabulary mastery. The first is from Noviana (2013) entitled '*The Effectiveness of Using Contextualization towards the Student's Vocabulary Achievement of the First Grade Students at SMP Muhammadiyah 1 Tulungagung*'. The study was a pre-experimental design that identify whether contextualization techniques is suitable or not to improve the students vocabulary mastery of the first grade student at SMP Muhammadiyah 1 Tulungagung.

The last previous study is from Hendraswari (2016) entitled '*The Effectiveness of Using Song towards the Eight Grade Students' Vocabulary Mastery at MTsN Tulungagung*'. The study was pre-experimental design to know whether using song is effective or not to improve the eighth grade student's vocabulary skill of MTsN Tulungagung in the academic year 2015/2016.

Related to this research, the researcher conclude that there are some gaps between those previous studies with this study. First, the IGT strategy use in different focuses. The three previous researches use pre-experimental as the research design while this study use Quasy-experimental design. The gap also

included in what students level the research is conducted. While, related to vocabulary, the previous studies implemented contextualization strategy and songs to improve the student's vocabulary while in this research using IGT strategy.