

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is a list of word which has meaning and is on language elements considered necessary for language mastery. Vocabulary is the total number of words in a language (Hornby,1995:1331). It means that a word which has meaning can be categorized as vocabulary. It is also one of language component that need to learn to mastery language because the component of language has significant role in language skill. The three component of English are grammar,vocabulary, and pronunciation. And the skill of English are listening, speaking, reading, and writing. According to Cahyono and Widiati (2011:107), good vocabulary mastery supports mastery of each of the language skills, both receptive (listening and reading), and productive (speaking and writing). It can be known that it is important to learn vocabulary for mastering language skills as well.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards and Renandya, 2002:266) without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language

learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading , or watching television. Nation illustrates a number of strategies for building in a focus on vocabulary as a part of the design of communicative tasks and argues that vocabulary instruction should be integrated into the listening, speaking, reading, and writing components of a language program(Richards and Renandya,2001:256). Learning vocabulary is necessary for mastery some skills in English.

Vocabulary is learned incrementally and this obviously means that lexical acquisition requires multiple exposures to a word (Schmitt, 2000:137). This is certainly true for incidental learning, as the chances of learning and retaining a word from one exposures when reading . from reading meaning gets some vocabulary that is the way to acquire some new vocabularies.

Vocabulary is used for express our self and communicate with one another. The accuracy and clarity of our message depends on the words we choose. Vocabulary as the basic tools of language (Chitavelu et.al., 2005:241) categorized vocabulary in two main groups: content words and function words.

- a. Content words, these are words with a specific meaning. These words carry meaning even when they are not used with other word. Content words included mainly nouns, verbs, adjectives and adverbs.

- b. Function words, these words have little meaning when they are used on their own. However, show grammatical relationship in and between sentences. This group includes categories such as articles, conjunctions and preposition.

2. Kinds of Vocabulary

According to Haycraft (1978:44) there are two kinds of vocabulary, as follows:

- a. *Active* vocabulary - words which the student understands, can pronounce correctly and uses constructively in speaking and writing.
- b. *Passive* vocabulary – words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly himself.

These kinds of vocabulary need to be learned to limit the vocabulary that is introduced because if too much is introduced, students will be impeded by the need to absorb too many words.

3. Presenting New Vocabulary

Vocabulary need to be present to the students in the class. The students get new vocabulary from teaching and learning in the class. Before presenting vocabulary in class, it is helpful to remember some things. According to Haycraft (1978:47) some steps before presenting new vocabulary in the following:

- a. Whenever possible, teach the words in spoken form first, and only when the students can pronounce well, introduce the written form. Otherwise, the students will always try and pronounce English words as if they were written in their own language, and it will be difficult for you to break this.
- b. Try to present new words in context
- c. Revision is essential. Blend words that have presented into later practice.

These steps can be used to teach new vocabulary to the students and can be applied in the class. Besides these steps, there are many ways of presenting new vocabulary. Here are some of them:

1) In context

If the word occurs in a text or passage, the meaning can often be deduced when the other words in the sentence are already known:

e.g. ... fall from the trees in autumn. A young cow is a...

This deductive process applies particularly to the use of reading passage or stories, whether taped, read or told.

2) Create a context

The only way to teach the meaning of many abstract words is by creating a context or situation from which the students can deduce the meaning. Introduce the new word from the context and the original

situation of the new word. It makes the students think what the meaning of the new word is easily.

3) Descriptions or definition

Describe and define objects, although drawing is often more effective. For example: 'you steer a ship with a rudder' 'You put luggage into the boot of a car', 'A lawn is an area of grass in a garden'.

4) Outside the classroom

Learning vocabulary can be from something around the classroom. Take the class out and introduce words for things seen in a shop window, or in the street. Close control and plenty of revision is needed here but it is a vivid way of teaching, and new vocabulary is taught in a living context.

5) Objects

From object around the students, they can learn from it. There are hundreds of simple objects already in the classroom, others which can probably be seen through the window, and others which can be brought in when needed. These can be simple or complicated, from forks and spoons to using things. Like machinery which can be taken to pieces and assembled again for specialized classes.

6) Drawing

Teacher can be drawing something in the blackboard. Even a teacher without too much skill can represent simple objects on the board. If the teacher draws badly, a guessing game ensues to determine what he actually has drawn.

7) Mime

Mime is make action to show the meaning of the word. This is particularly useful for actions: eating, drinking, jumping, tripping up, etc. It can also involve the objects connected with these verbs: drinking coffee, eating a sandwich, etc. Review by getting your students to mime when you say a word.

8) Opposites

Opposite is the contrary meaning of a word. It can be used to teach new vocabulary. For example, a word can often be defined if the students know its opposite: A brave man isn't afraid, An ugly girl isn't pretty, A plain girl isn't pretty or ugly, etc.

9) Synonyms

Synonym is the similar meaning of the word. As words of Latin origin in English are often paralleled by those of Anglo-Saxon origin and vice versa, synonyms can be useful for students from Latin countries, or for Germans or Scandinavians. A French student may understand 'brave' if

you say it is the same as 'courageous'. a German student may understand 'commence' if in your definition you bring in the word 'begin'.

10) Translation

The quest for the meaning of a word through situations makes it more memorable when the student does eventually discover what it is. If teacher do translate vocabulary, make sure then exemplify the word in context, or the students will forget it easily. As equivalent words are not always used in exactly the same way in different languages, setting them in context also brings out their exact meaning.

11) Pictures/flash cards

The existence of a wide assortment of magazines and illustrated advertisements means that pictures can be easily found for special vocabulary areas such as kitchens, clothes, cars, interiors and so on. The pictures or cuttings can be pasted on to a piece of cardboard to make a flash-card.

12) Wall charts

These are valuable because they also present vocabulary in a visual context, as long as they are clearly visible. One way of presenting vocabulary through them is as follows:

- a. Take an area of the wall chart and identify some objects – ten at most – without writing up anything. Get students to repeat and familiarize themselves with the pronunciation.
- b. Point at the objects, and get students to tell you what they are
- c. Once students are familiar with the vocabulary and can pronounce it, write up the words on the board
- d. Point at objects again and get students to read the corresponding word from the board
- e. Rub out the words. Point at the objects and get students to spell them orally, or on the board
- f. Get the students to use the vocabulary they have learnt, to describe part of the wall chart.

In this way, the students repeat the vocabulary and yet sustain their interest by approaching it from different teaching angles. Finally, the students are able to integrate the words through description. To revise, a few days later, just put the wall chart up again, and go through a similar process quickly. This approach can of course be varied with questions, descriptions of the objects themselves, with contradictions, etc.

13) Word games

There are a large variety of these and they are useful for practicing and revising vocabulary after it has been introduced. These are a number of word games that approximate more to exercise. Most of these games, revise

vocabulary that the students already know. However, they also point out areas of ignorance which students then want to fill.

As a teacher, it is important to ask yourself 'why' you are using these games and then fulfil the teaching objective, as efficiently as possible. Based on explanation above, there are some ways to presenting new vocabulary to the students in the class. It can be used to teaching vocabulary to learn some new vocabulary for students.

B. Teaching Vocabulary

1. Factor before Teaching Vocabulary

In teaching a second or foreign language, the teacher has consider several factors before teaching vocabulary. Gairns and Redman (1986) in Chitravelu et.al., (2005) suggest the following be considered:

a. Learner's own language

The learners get the meaning by their own language for example by using similarity meaning of word forms. It will help learners access meanings, the teacher should aware of possible problems with spelling, pronunciations, singular and plural forms.

b. Techniques for conveying meaning

The teacher should consider what technique that will be used. For example, in teaching a group of second language learners, the teacher should decide which the most effective way of conveying meaning is.

c. Learners factors

Intrinsic learner variables such as memory, language aptitude and motivation are important factors. The teacher also need to consider the learning environment such as the time of day of the lesson, the amount of language stimuli in the environment and the amount of time available for language learning in planning for teaching.

d. Teacher factors

Factors such as the selection and organization of content, allocation of time and the coice of techniques and activities are within the teachers' own control. In choosing content, the teacher decides wheter to include or omit exercise from textbooks or workbooks and whether or not to include supplementary materials.

These are some factors before teaching vocabulary. It is can be implemented by the teacher to teach vocabulary to make easy the teaching learning activity at classroom.

2. Background in Teaching Vocabulary

Vocabulary teaching and learning must fit into the broader framework of a language course. One way to make sure that there is a balanced range of learning opportunities is to see a language coursesas consisting of fours stands (Nunan, 2003:133) they are as follows:

- a. Learning from meaning focused input- learning through listening and reading. These involve the learners focusing on understanding messages

where there is a low density of new vocabulary. The classroom technique appropriate with this strands are:

- 1) Teachers can read to learners from graded readers, briefly noting difficult words on the board and giving quick translations or definitions. The reading can be done as a serial with the story unfolding week by week.
 - 2) Doing regular silent extensive reading of graded readers is a visual means of vocabulary development, as well as providing numerous other benefits.
 - 3) Learning through meaning – focused input can come from presenting talks to each other, from reading other learners' writing, and from interacting with the teacher. Vocabulary learning through input is increased if a little bit of deliberate attention is given to the vocabulary by noting unfamiliar words, by reflecting on the new vocabulary, by the teacher quickly explaining new words while the learners listen to the story, and by learners quickly previewing a reading to choose a few words to focus on when reading,
- b. Deliberate language – focused learning – learning from being taught sounds, vocabulary, grammar, and discourse. These involve direct study or direct teaching. The classroom technique appropriate with this strands are:
- 1) Having the meanings of words explained and examples of use provide

- 2) Learning prefixes and suffixes , and cutting up words to see their parts
 - 3) Studying vocabulary on bilingual words cards
 - 4) Learning and using mnemonic techniques like the keyword technique to help remember vocabulary
 - 5) Practicing spelling ruler
 - 6) Doing – cloze exercise where the missing words in a text are recently met items
 - 7) Building word families by adding prefixes and suffixes to a stem
 - 8) Learning to use the vocabulary learning strategies of word cards, guessing from context, using word parts and dictionary use.
- c. Learning from meaning – focused output- learning by having to produce language in speaking and writing. These involve producing spoken or written messages. An effective way of turning input into output is to base speaking and writing activities on written input. If this input contains a few words that are outside the learners' knowledge , but which are relevant to the topic, then there is a high probability that these words could be used and negotiated in spoken interaction, or picked up for use in the written output of the task. Combining written input with speaking and then writing increase such vocabulary learning opportunities.

d. Developing fluency- becoming quick and confident at listening speaking, reading, and writing. These involve receiving or producing easy messages with pressure to go faster. The classroom technique appropriate with this strands are:

- 1) A very basic listening fluency activity involves the learners pointing to or writing numbers as the teacher quickly says them in an unpredictable order.
- 2) At a slightly more advanced level learners can listen to stories from graded readers which are well within their vocabulary knowledge. That is, where they have 100 percent coverage of the running words.
- 3) Speaking fluency activities involve speaking on very familiar topic with some pressure to speak faster as in a 4/3/2/activity where the learner speak to one listener for four minutes on a topic. Then give exactly the same talk to a different listener but in three minutes, and then to a different listener in two minutes.

3. Principle for Teaching Vocabulary

Principles has important thing in teaching process. It can avoid of planning the vocabulary component of a course that it does not over when other essential parts of the course. The teacher has guide principles that can be applied in variety of teaching and learning situation. These can be applied in courses where there are parts of the course deliberately set aside for vocabulary development,

or in courses where vocabulary is dealt with as it occurs in skill – focused or content- focused lessons.

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course (Nunan,2003:135)

- a. Focus on the most useful vocabulary first
- b. Focus on the vocabulary in the most appropriate way
- c. Give attention to the high frequency words across the four stands of a course
- d. Encouraging learners to reflect on and take responsibility for learning.

Meanwhile, Nation (2001:384) stated principles focus on vocabulary teaching on the assumption that learners can be taught and can teach themselves. These principles should have a major influence.

- a. Content and sequencing

This principle about what vocabulary is focused on a any particular stage of a course, how is focused on (word and strategies) and how it is ordered.

- b. Format and presentation

This is most visible aspect of course design and involves the general approach to vocabulary teaching, the selection of the

teaching and learning techniques, and their arrangement into a lesson plan.

c. Monitoring and assesment

It is consist of how learning is measured, because a well-designed course monitors learners' progress and the quality of their learning.

d. Evaluation

It tries to determine how good a course is. 'Good' can be defined from various view points.

These principles can be applied in a variety of ways. Besides, the most important of it that a principled approach is taken to vocabulary development, so that students get the best return for their learning effort.

4. Vocabulary Instruction

Teaching and learning vocabulary conduct in some steps. According to (Brown,2000:377). There are some guidlines for the communicative treatment of vocabulary instruction.

a. Allocate specific class time to vocabulary learning.

Words are baisc building blocks of language. In fact, survival level communication can take place quite intelligibly when people simply string words together – without applying any grammatical rules at all. If we're interested in being communicative, words are among the first priorities.

- b. Help students to learn vocabulary in context.

The best internalization of vocabulary comes from encounters (comprehension or production) with words within the context of surrounding discourse. Rather than isolating words and/or focusing on dictionary definition, attend to vocabulary within a communicative framework in which items appear. Students will then associate new words with a meaningful context to which they apply.

- c. Play down the role of bilingual dictionaries

The student use electronic pocket dictionary, they are even more easily tempted to punch in a word they don't know and get an instant response. It is unfortunate that such practices rarely help students to internalize the word for later recall and use.

- d. Encourage students to develop strategies for determining the meaning of words.

A number of "clues" are available to learners to develop "word attack" strategies.

- e. Engage in "unplanned" vocabulary teaching

In all likelihood, most of attention you give to vocabulary learning will be unplanned, that moment when a student asks about a word or when a word has appeared that you feel deserves some attention. These impromptu moments are very important. Make sure that

such unplanned teaching, however, does not detract from the central focus of activity by going on and on.

5. The Use of Teaching Vocabulary

Vocabulary is necessary to be increased. Building up vocabulary is the most important part of a language learning process. According to Allen (2006:11) there are some benefits in learning vocabulary:

- a. Increase reading comprehension
- b. Develop knowledge of new concepts
- c. Improve range and specificity in writing
- d. Help students communicate more effectively
- e. Develop deeper understanding of words and concepts of which they were partially aware.

Vocabulary acquisition is crucial to academic development. Not only do students need a rich body of word knowledge to succeed in basic skill areas, they also need a specialized vocabulary to learn content area material. It is therefore necessary for all content area teachers to know and use effective strategies for helping students understand both common words used in uncommon ways and specialized vocabulary.

C. Teaching Children

Children are enjoying vocabulary learning. It is a good idea to make deliberate presentation of vocabulary as varied as possible. Pinter (2006:88) explains presenting vocabulary to the youngest children by introducing the children with things that they can see, feel, play, touch, and experience every day.

To successfully teach children a second language requires specific skills and intuitions that differ from those appropriate for adult teaching. According to Brown (2000;87) there are five categories may help give some practical approaches to teaching children:

1. Intellectual Development

Children are centered on the here and now, on the functional purposes of language. They have little appreciation for our adult notions of “correctness” and they certainly can not grasp the meta – language we use to describe and explain linguistic concepts. Some rules of thumb for the classroom:

- a. Do not explain grammar
- b. Rules stated in abstract terms should be avoided.
- c. Some grammatical concepts, especially at the upper levels of childhood, can be called to learners’ attention by showing them certain patterns and examples.
- d. Certain more difficult concepts or patterns require more repetition that adults need.

2. Attention span

One of the salient differences between adults and children is attention span. The children doesn’t have short attention span, but short attention span , but short attention spans do come into play when children have to deal with material that to them is boring,useles. or too difficult. Since language lessons can at times be difficult for children, the teacher should make them interesting, lively, and fun. The teacher shoul be:

- a. Because children are focused on the immediate here and now, activities should be designed to capture their immediate interest.
- b. A lesson needs a variety of activities to keep interest and attention alive
- c. A lesson needs a teacher to be animated, lively, and enthusiastic about the subject matter.
- d. A sense of humor will go a long way to keep children laughing and learning
- e. Children have a lot of natural curiosity. Make sure the teacher taps into that curiosity whenever possible and you will thereby help to maintain attention and focus.

3. Sensory input

Children need to have all five senses stimulated the teachers' activity should strive to go well beyond the visual and auditory modes that we feel are usually sufficient for a classroom.

- a. Pepper your lesson with physical activity, such as having students act out things (role play), play games, or do total physical response activities.
- b. Projects and other hands-on activities go a long way toward helping children to internalize language, small group science projects, for example, are excellent ways to get them to learn words and structures and to practice meaningful language.

- c. Sensory aids here and there help children to internalize concepts. The smell of flowers, the touch of plants and fruits, the taste of foods, liberal doses of audiovisual aids like videos, pictures, tapes, music-all are important elements in children's language teaching
- d. Remember that teachers' own nonverbal language is important because children will indeed attend very sensitively to teachers' facial features, gestures, and touching.

4. Affective factors

Children are often innovative in language forms but still have a great many inhibitions. Children are in many ways much more fragile than adults. Their egos are still being shaped, and therefore the slightest nuances of communication can be negatively interpreted. Teachers need to help them to overcome such potential barriers to learning.

- a. Help the students to laugh with each other at various mistakes that they all make.
- b. Be patients and supportive to build self-esteem, yet at the same time be firm in teachers' expectation of students.
- c. Elicit as much oral participation as possible from students, especially the quieter one, to give them plenty of opportunities for trying things out.

5. Authentic, meaningful Language

Children are focused on what this new language can actually be used for here and now. They are less willing to put up with language that doesn't hold

immediate rewards for them. Teachers' classes can ill afford to have an overload of language that is neither authentic nor meaningful.

- a. Children are good at sensing language that is not authentic; therefore, 'canned' or stiled language will likely be rejected,
- b. Language needs to be firmly context embedded. Context – reduced language in abstract, isolated, unconnected sentences will be much less readily telorated by children's minds.
- c. whole language approach is essential. If language is broken into too many bits and pieces, students won't see the relationship to the whole. And stress the interrelationship among the various skills(listening,speaking,reading, and writing) or they won't see important connections.

It takes a very special person to be able to teach children effectively. A long with all these guidelines, an elementary school teacher develops a certain intuition with increasing months and years of experiences. If you don't yet have somewhre, and these rules of thumb will help.

D. Techniques for Teaching Vocabulary

In teaching vocabulary, the teacher need to use technique that make the teaching learning enjoy. It is useful for the students to understand the material easily. Brown (2000:16) states that technique (also commonly referred to by

other terms): any of a wide variety of exercise, activities, or tasks used in the language classroom for realizing lesson objectives.

English language learners should practice new vocabulary every day. The students used their new vocabulary to expand the criterion of their imaginary planets. According to Haynes and Zacarian(2010:66) there are some strategies that teachers can use to help their students practice vocabulary.

- a. Thumbs – Up! The teacher say a definition of a vocabulary word. If the students know the word, they raise their hands in a thumb-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 or her card while classmates try to guess what the word is. Whoever answers correctly gets to act out his or her word next.
- d. Beach ball Vocabulary. The teacher writes the vocabulary word 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.

- e. **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 word to be found, the students list the words' definition as clues. When they are done, the students solve each other's puzzles.
- f. **Find the Transition Word!** The teacher asks students to find the transition words(e.g; because, however, so, and i) that link, brak, or contrast clauses in a discussion.

These techniques are appropriate in practicing vocabulary. The teacher can use one of the techniques and make sure the technique appropriate with the learning objective of the teaching learning activity. Simulation is one of the techniques to teach vocabulary.

Meanwhile, Oxford (2011:254) explains vocabulary learning strategy important. The reason are:

- a. Academic achievement rest largely on vocabulary knowledge. Learners need an extensive vocabulary that can be readily accessed.
- b. Learning how to pronounce, spell and define new vocabulary is important to developing prowess in reading. But other skills such as listening, speaking, and writing also depend on vocabulary knowledge.
- c. Native English speakers will acquire 1.000 word families each year of their lives, until they reach the level of 20.000 word families,

and children who are native speakers of English begin school with about 5,000 word families. Many adult learners of English know much fewer than 5,000 word families after several years study, partly because they do not use adequate vocabulary learning strategies.

- d. Beginning language learners must store much vocabulary in their long-term memory within a short amount of time, and vocabulary learning strategies often help. Vocabulary is an important part of all content learning. Various available techniques for vocabulary learning can be implemented in the classroom. Language teachers need to explore various techniques in the teaching of vocabulary.

E. Talking Stick Strategy

This part presents three important aspects of Talking Stick Strategy: its definition, the procedures of its implementation and the advantages, disadvantages of using Talking Stick Strategy.

1. Talking Stick Strategy

Talking stick is a strategy used in American Indians to invite all the people to speak up or to give their opinion in discussion. For a long time ago Indian ethnics used this method as a good and wise facilitation without taking sides of each other. Talking stick is used by the councils to decide who will have the right to speak up. When the leader starts discussion, he must hold the stick then the stick is moved to another person who wants to speak or to respond to the topic. After all

of the 22 member give opinion, the stick is returned back to the leader of a discussion.

Talking stick is one of cooperative strategy to make students to be more active in the speaking class. According to Laura Candler (2013:2) Talking Stick is a strategy that encourages all the students to participate equally in the learning. The student who gets the stick must answer the question from the teacher or follow the teacher's instruction.

Talking Stick Strategy does not only train the students to speak up but also creates fun and active condition in the class. Usually the students are not confidence to practice the conversation but by using talking stick strategy the students got some opportunities to practice their speaking because whoever the students who holds the stick they should speak up. It participate the passive students to participate in the learning.

2. Procedures of implementing Talking Stick Strategy

In talking stick strategy, whoever student who holds the stick should answer the teacher question or follow the teacher's instruction. According to Aini in Rahayuningsih (2013:9) describes the procedures of Talking Stick as follows:

- a. The teacher prepares the materials and a stick.
- b. The teacher explains the main topic. Then, the students read and learn the materials for some minutes (10 minutes).

- c. The teacher commands the students to close their books and takes a stick.
- d. The teacher gives the stick to a student.
- e. The teacher sings a song or plays music while the stick moves one student to another until the song or music stops.
- f. The student who gets the stick must stand up and answer the teacher's questions.
- g. Then, the stick rolls on again until each student gets the stick and takes part in the learning process.
- h. Finally, the teacher gives the evaluation and makes a conclusion.

3 . The Advantages and Disadvantages of Talking Stick Strategy

Talking stick strategy is one of the techniques that can make the students speak up in speaking class. Students can express their ideas confidently. Every strategy has advantages and disadvantages. According to Aini in Rahayuningsih (2013:10) define that Talking Stick has strengths and weaknesses.

The first advantage is it can attract the student's attention, so they are more serious in learning because in talking stick strategy whoever the student holds the stick when the music is stopped, they can get the opportunity to speak up. Second is this method trains the students to comprehend and recall the materials vividly. Meanwhile the disadvantage of talking stick is students can be under pressure. They should speak up when they hold the stick. Students who hold the

stick should 24 answer the teacher question. If they cannot answer the teacher's question, the students are discouraged in learning.