

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of Vocabulary

In some literature we find definitions of Vocabulary. There are some definitions of vocabulary from experts. According to Kruse, vocabulary is an essential component of all language use. Hornby also states that vocabulary is the total number of words that are used to make up a language; a range of words that the person uses or knows. It means that the language is made up of many vocabularies. There is no language without vocabulary because vocabulary is the fundamental of language.

Vocabulary plays an important role to communicate with other people. People will not be able to communicate easily if they don't know the meaning of the vocabulary because basic skill to communicate is vocabulary.

Students who want to be successful in their language skills, they should have to master a lot of vocabulary because vocabulary is a basic of the language. Students with mastering many vocabularies, they will get easier to communicate and easier to get more information from other countries.

2.2 The Important of Vocabulary

Vocabulary is the language basic component. There is no language without vocabulary. Vocabulary is most important to the language learners. Students with lack of vocabulary will meet difficulties when they learn a language. Moreover, they will

get difficulties when they want to communicate with other people or to participate in the conversation. Because they cannot produce lexical items to convey their meaning.

Learning Vocabulary is more important than learning grammar, because something can be conveyed without grammar but nothing can be conveyed without vocabulary. It means that if someone knows about grammar or syntax but she does not know the meaning of the lexical items. She will not be able to participate to the in the conversation or communication, because there is something can be conveyed without vocabulary.

Harmer (1991) and Krashen (1998) said that Language learners need to learn what the meaning of the words and how to use the words. So, students need to master a lot of vocabulary, knowing and using the vocabulary to make their language skills greater.

2.3 The Types of Vocabulary

There are many classifications made by the experts in language area about the types of vocabulary. Djalinus Syah and Azimar Enong divide vocabulary into two parts, namely: general vocabulary and special vocabulary. The general vocabulary is the words that are used in general; there is no limited of field and user. Whereas special vocabulary, is the words that are used in the certain field or job, profession or special science and technology.

Jo Ann Aeborsold and Mary Lee Field also classified vocabulary into, active and passive vocabulary.

- a. Active vocabulary refers to put items which the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in

fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the target language, they are also hoped the familiar with the collocation and understand the connotation meaning of the words, this type is often used in speaking and writing skill.

- b. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening, and also called as receptive vocabulary

2.4 Teaching Vocabulary Technique

Teaching Vocabulary means how the teacher teaches list of word and their meaning to the students in learning a foreign language. It does not mean the teacher only presenting a new word to the students, the teacher should know the way to make the students understand and practice the word. The students will be bored and confused if the teacher teaches new vocabulary only looking up the text book. The teacher should make an innovation to make the students easily to understand the word. So, the teacher should determine the best method to their learning process.

There are some techniques on teaching vocabulary that can be used to explain the meaning of word. In determination, a teacher needs to consider whether the technique is able to improve student's ability/knowledge. Robert Lado (1964) stated that there are some steps to teach vocabulary to the students who learning a foreign language, such as :

1. Listening carefully

Give the student a chance to hear the word in sentence or isolation, two or three repetition in order to make they hear the pronunciation correctly.

2. Pronouncing the word

Pronouncing the word will help the students to remember it longer and identify it more readily when they hear or see it. So, they give a chance to the students to pronounce the word.

3. Grasping The meaning

The teacher should try to get the meaning to the class without using translation.

The teacher's explanation or teaching tools may help the students to get the meaning. It will help the students understand the meaning of word easily.

Kasihani (2010:88) also stated that there are some procedures in teaching English vocabulary in the classroom. Such as :

1. Listen and Repeat

In this technique, the teacher say a word or sentence and students repeat what teacher said. This technique can be done in three times and more.

2. Listen and Do

Teacher says an utterance and instruction and students listen to the teacher and do what the teacher said. For Example :

Teacher : Sit down , Please ! (students sit down)

3. Question and Answer

At the first time, teacher may ask the students and also gives the answer of the question. Then, for the next level teachers can train the students by using answer yes, yes, I am, and no, I am not. This strategy hoped that will help the students can answer any question such as Wh- question. Question and answer have conducted in daily activity, so this technique is well known.

4. Substitution

Substitution is conducted by missing one word and changing what the other words that have similarity meaning.

5. Draw and Color

This strategy can be used when the students have known vocabularies. Teachers may take it similar with the color in the flash cards for coloring.

6. Listen and identify

Listen and identify are used to know the different between two similarity words in pronunciation.

7. Work in Pair

This strategy used to make a students do some interaction and communication to each other.

2.5 Vocabulary Mastery

Mastery can be defined as comprehension, understanding and knowledge. It also can be said that mastery is someone excellent ability in the specific knowledge.

In Brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. So that Vocabulary is the basic knowledge that students should master when they learning English and before they can mastering English.

Mastering vocabulary is not easy to be done. If someone without have an English ability (English skills), English vocabulary learning cannot run successfully. Because both of them are very important in English teaching and learning process.

And the students cannot be able to do well in comprehension without a large of vocabulary.

2.6 Vocabulary Acquisition

Language acquisition is one of the quintessential human traits, because nonhumans do not communicate by using language. Then, Vocabulary acquisition concerns how people expand the number of words they understand when learning a new language, include both of their first and second language. So, vocabulary Acquisition can be defined as the process by which the human develop their capability to perceive and comprehend language, as well as to produce and use words and sentences to communicate.

As the students, when they learn a new words, the vocabulary becomes stored on their memory. Student will learn the basic of vocabulary in the early grades. And for the middle grades the students will acquired their Most Word when learned in contexts part of specialized lessons.

There are some ways in the process of acquiring English vocabulary, such as : Behavior , according to behaviorist that language learning takes place through imitation, reinforcement, and habit formation. When the students learn English in the school, they can learn and acquire the language by imitating what the teacher said in the teaching. After the students imitated what the teacher said repeatedly, the student will try to practice what they say and knew. And by practicing the vocabularies on every day with their friends and their teacher, especially when they learn in the school, so they can acquire and memorize the vocabularies easily. Second, interaction or conversation by using English Language. The language can acquired by interacting

with another peoples. Like in Junior high school, the Students will acquire, memorize and understand the daily vocabularies by interacting with their friends or their teachers. If they often to say the vocabularies repeatedly, they can also memorize, acquire and practice that vocabulary easily. Students need to acquire large total number of vocabulary. If the students want to be success when learn a new language, they must acquire a lot of vocabulary.

In acquire language, There are Accidental and intentional language acquisition:

- a. Accidental Acquisition takes place as a result engaging in everyday activities. More or less free from expectations or intentions on the part of either the student's organization. Example of accidental acquisition: conversation with other using English language.
- b. Intentional Acquisition, individuals define their own acquiring outcomes, choose the strategies to accomplish the outcomes, and pursue those at their own pace. Example of intentional acquisition: noted the new vocabularies that they get.

2.7 Previous Study

The researcher found some previous study that related with this study :

Thesis's title "The English Vocabulary Acquisition Of Second Grade Students Of Al Irsyad Islamic Elementary School Purwokerto In The Academic Year Of 2009/2010" by Binti Maziyah. She is from Bachelor Program of English Language Education of Walisongo State Institute for Islamic Studies (IAIN Walisongo), Semarang (2010). The objective of her research are: First, To investigate the English

teaching learning. Second, to find out the students ability of the acquisition of English vocabulary. Third, to find out the kinds of English vocabularies that mostly or less acquired. The last is to investigate the factors bring students to such acquisition of English vocabulary. The result of her study shows that the characteristics of English language teaching materials, methods, and the acquisition of English vocabulary of second grade students at Al Irsyad Islamic elementary school is related with the principles of English language teaching learning for young learners.

However, this study focuses on student's vocabulary acquisition during teaching learning process at Junior high school students and the teachers' efforts to give the contribution of English teaching to the student's vocabulary mastery. Therefore the discussion will be different from the previous studies.