

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Definition of Vocabulary

Vocabulary is a basic component of a language. Students who want to be successful in the language skills have to master larger number of vocabulary. Students who master many vocabularies will success in developing his language skills. Moreover, mastering large number of vocabularies can increase someone's skill to communicate, makes easier to study a certain language and to get more information.

According to Hornby (1974:131) vocabularies is a collection of words or phrases and a list of words in a language textbook, usually alphabetically arranged and explained or defined. He adds that vocabulary is a total number of words that makes up a language. Vocabulary contains of words to express people's thought, opinion or idea.

Webster stated that vocabulary has three definition as follow :

1. A list or collection of words or phrases usually alphabetically arranged and explain or defined.
2. A list or collection of terms or codes available for use.
3. A sum or stock of words employed by a language group, individual or work or in a field knowledge.

Shepherd claimed that vocabulary is basic skill to communicate; people will not be able to communicate easily without knowing it. While William, C. S (1987:1112) stated that a range of symbols or symbols of techniques constituting a means of communication expression. It means that every person needs to master vocabulary to communicate with others.

2.1.1. Types of Vocabulary

2.1.1.1. Active Vocabulary

According to Corson (1995) active vocabulary is the words that is used by people to daily communicate. The words that are used are not difficult to understand by other people. Active vocabulary includes words which are used in speech and writing.

Active vocabulary is divided into two parts, they are controlled active vocabulary and free active vocabulary. Active controlled vocabulary is the vocabularies that is used in control by the teacher. If they are wrong in using the vocabularies, the teacher will correct them. While free active vocabulary is the vocabularies that is used without control by the teacher. They use vocabularies in free condition or informal condition, as like they speak with his or her friends.

2.1.1.2. Passive Vocabulary

Passive vocabulary includes words that they understand in reading material and what they are hearing. Passive vocabulary knowledge involves perceiving the form of a word while listening or reading and retrieving its meaning. Passive vocabulary size is considered to be large than active size even though no substantiated specification is provided as to how much large it is.

2.1.2. The Importance of Vocabulary

Vocabulary is one of the elements of language that should be learned and taught. It cannot be denied that it will be hard to master language without understanding and mastering vocabularies. Students will have good communication if they master many vocabularies.

Ur (2009) said that vocabulary is the most important aspect of language. We can understand a reading text and make ourselves understood with almost no grammar, but we cannot get anywhere without vocabulary. It is more important than reading strategies for understanding a text. It is also the best single measure of proficiency.

In learning English, vocabulary is importance in the four English language skills. In listening skill, vocabulary gives easiness for the learners to understand what the other person speaks. In speaking and writing skill,

vocabulary can help easiness for the learners to expand their ideas. And in reading skill, vocabulary can help easiness for the learners to comprehend the text.

Based on the explanation, it is very important to increase our vocabulary mastery as much as possible. It is important to know a lot of words if we want to make a progress in English. We will not be able to communicate well without a wide vocabulary.

2.2. Vocabulary for Elementary Students

2.2.1. Elementary School as Young Learners

Young learners are children of 7 – 12 years of age elementary school stage Erawati (2003: 9), states that elementary is the unit of school, which enrolls five years old on a regular basis for a year prior to the first grade. In the reality, most of elementary permit the four years old children to enroll and study in that elementary.

The purpose the elementary program itself is to further development growth of the students through experiences that are interest and help them. These schools have as their provision for parent guidance and education under the leadership of a trainer teacher.

Vocabulary that is taught in young learners generally special vocabularies are only used in certain condition. These related to words with specific meaning like color, number, time, money, swearing, and secret. In this research, the researcher uses the vocabulary from the books of fifth grade students that is used in teaching and learning process. The book's contain based on the English syllabus of fifth grade. The researcher has catagorized the theme that will be used to take the data, they are about clock, days, giving instruction, family tree, asking permission, and giving help.

2.2.2. Characteristics of Elementary School Learners

Students in elementary school are considered as young learners. As young learners, they have special characteristics. Clark (1990: 6-8) in Erawati (2003) recommended some special characteristics of young learners as follow :

1. Young learners are still in the process of developing their concepts.
2. Young learners learn more slowly.

They are still in process to learn many things at the same time such as developing knowledge about the world, developing awareness of concepts, acquiring a multiplicity of skills and developing their first language. In learning, they learn more slowly but they have long term memory.

2.3. Vocabulary Acquisition

2.3.1. Vocabulary Acquisition for Childhood

Vocabulary acquisition is words that must be acquired by all students that learn English in fifth grade. They must acquire all words which is taught in class that appropriate with the syllabus of fifth grade. Investigating the progress of learners' vocabulary size can be considerable value to language research and pedagogy. For example, teachers might want to know how much instruction is needed before students have reaches the vocabulary threshold level which is necessary for the comprehension of written authentic prose. For English, a threshold of 3.000 word families (5.000 lexical items) was suggested for minimal comprehension (Laufer, 1992) and 5.000 word families (8.000 lexical items) for reading pleasure (Hirish and Nation, 1992). Information on learners' vocabulary size at different stages of instruction can show realistic the epectations of a given lexical syllabus are or what would constitute an optimal syllabus.

Here general vocabularies are related to words which can be used in every differential situational context. In fact, these are mostly used by the children. These consist of noun, verb, adjective, preposition and pronoun. Special vocabularies are only used in certain condition. These related to words with specific meaning like color, number, time, money, swearing, and secret.

In Glencoe/McGraw-Hill's article, childhood may acquire vocabularies in two ways, they are incidental and intentional (direct study). Incidental vocabulary acquisition is a common means of learning new vocabulary, especially for proficient readers. Students with strong reading skills who read a variety of texts may realize substantial gains in their vocabulary without direct instruction. Childhood acquires the vocabularies from reading and writing. Intentional (direct study) is the process acquiring vocabulary from listening and speaking. Childhood will acquire vocabularies from what she/he hears from other and what they speak.

2.3.2. The Problem in Acquire Vocabulary

We know that vocabulary is difficult thing to acquire in English if we do not practice every day. Many students have many problems in acquire the vocabulary. The biggest problem when acquire vocabularies is what has to be learned today is often forgotten tomorrow. Ma, Qing (97), stated that one of the problem in acquire vocabulary is the cultural. EFL students get the problem and may be difficult to acquire vocabularies, because their cultural or their first language is not English. Laufer (1990) stated, the students may get the problem and difficult in particular L2 linguistics form. Commonly documented difficulty in learning English vocabulary is the similarity of form among words of very different meaning, such as staff/stuff, economic/economical, invest/investigate, etc.

From those theory above, the EFL students get the problems and difficulties to translate the word that has close similar pronunciation and writing. They may confuse to translate the words.

2.3.3. Characteristics Vocabulary Acquisition

2.3.3.1. Incidental Vocabulary Acquisition

Incidental vocabulary acquisition is the vocabulary that the students/someone get, learn, and acquire by reading and writing. Incidental Vocabulary Learning motivates learners for extensive reading. It involves learners' ability to guess the meaning of new words from the contextual clues. Incidental learning occurs more particularly through extensive reading in input-rich environments, although at a rather slow rate (Coady, J 2001). According to Harmer (2003), Nation (2001), extensive reading is a pleasurable reading situation where a teacher encourages students to choose what they want to read for themselves from reading materials at a level they can understand.

Karashen's (2003) comprehension hypothesis claimed that comprehensible input is a necessary and sufficient condition for language development and extensive reading programs aim to develop reading fluency, and reading skills in general , while at the same time consolidate knowledge of previously met grammatical structures and vocabulary. Other studies have emphasized benefits such as increased

motivation to learn the new language and renewed confidence in reading (e. g., Brown, 2000; Waring & Takaki, 2003).

Huckin and Coady (1999) mention the following advantages of incidental vocabulary learning:

- a. It is contextualized, giving the learner a rich sense of word use and meaning.
- b. It is pedagogically efficient in that it yields two activities at the same time: vocabulary acquisition and reading.
- c. It is more learner-based, in that it is the learner who selects the reading materials.

2.3.3.2. Intentional Vocabulary Acquisition

Intentional (direct study) is the process acquiring vocabulary from listening and speaking. Based upon Laufer's (2006) findings, it seems that intentional approaches to vocabulary learning and teaching are more effective than incidental approaches for acquiring new L2 words. Intentional vocabulary learning based on synonyms, antonyms, word substitution, multiple choice, scrambled words and crossword puzzles, regardless of context.

Students acquire new vocabulary *primarily* when someone explicitly and directly explains to them the meanings of new or unfamiliar words (e.g., Biemiller, 1999; Biemiller & Slonim, 2001).

And, whereas intentional instruction benefits all students, it is especially beneficial for English Learners and for older students who have failed to develop the decoding and comprehension skills necessary for extensive, independent reading (National Reading Panel, 2000).