

## **CHAPTER II**

### **Literature Review**

This chapter is also expected to give important background information for the discussion of related literature. The researcher is going to describe some theories. The discussion consists of: definitions of vocabulary, the important of vocabulary, the types of vocabulary, vocabulary mastery, some ways to develop vocabulary mastery, some factors that influence the vocabulary mastery, previous study.

#### **2.1. Definitions of Vocabulary**

Vocabulary is one of the language components to support the speakers in communication. Based on the BBC English dictionary (1992:1316) vocabulary is the total number of words you know in a particular language. It is not easy to teach vocabulary, because it is more than a bunch of words with their meanings. Students in the second or foreign language classrooms often feel offended when teachers give them new words to memorize. They usually can memorize them quickly, but the problem does not only lie on the each knowledge. The harder part lies on the limited production skill. Here teachers have a big job to find a better way in order to increase student's production skill on vocabulary.

1. In the following, the researcher would like to present some definitions of vocabulary. There are several definitions of vocabulary given by some experts. Vocabulary is one of component of language and that no language exist without words (Napa, 1991:6)

2. Vocabulary is total number of words which (with rules for combining them) make up language (A.S Hornby, 1963: 461).
3. Vocabulary is range of words the own to, or used by, a person in a trade, professions, etc ( Hornby in Sunarmi, 1993:3)
4. Vocabulary is a list of words and often phrases, usually arranged alphabetically and defined or translated (Grolier, 1986: 264).
5. Vocabulary is a list of words and often, phrases, abbreviations, inflectional forms, usually arranged in alphabetical order and defined or otherwise identified as in a dictionary or glossary (Victoria, 1995: 225).
6. Vocabulary is words known and used by one person or within a particular trade or profession (William Collins, 2002: 272).

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 skill, 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 country.

## **2.2. The Important of Vocabulary**

Vocabulary is the language basic component. There is no language without vocabulary. Vocabulary most important to the language learners. Students with lack of vocabulary will meet difficulties when they learning 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 deliver their meaning.

Learning vocabulary is more important than learning grammar, because something can be delivered without grammar but nothing can be delivered 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 conversation or communication, because there is something can be delivered without vocabulary.

Fries (1945:2) points out that, we never separate from mastery of vocabulary, because whenever we think of language learning, we usually think of mastering the vocabulary. The words people know actually depend on the experience, for example a child's experience is very limited in this range, and therefore, his vocabulary is limited too.

### **2.3. The Types of Vocabulary**

Certainly, there are some words in a sentence and those collections of words are included into the vocabulary is a list or collections of words arranged in alphabetical order explained. There are many types of vocabulary, Finochiaro (1974:73) explains that the student's vocabulary can be divided into two kinds, namely active and passive vocabulary. The former consists of words which student recalls and uses appropriately in speaking or in writing. The latter consists of words that student recognizes in listening and reading activity, but does not use them in speaking or in writing (communication).

The number of passive vocabulary is much more than that of active vocabulary. Passive vocabulary refers any words understood in a certain context whereas active vocabulary refers to any words actively used to express ideas, opinions, and feelings in communication.

Like Finochiaro explanations, Harmer (1992: 49) divides vocabulary into two kinds:

#### 1. Active Vocabulary

Active vocabulary items are those communications.

#### 2. Passive Vocabulary

The passive vocabularies items are those total whole of vocabulary which have been met not readily serve the user.

Harmer in his book the term of Active and Passive vocabulary is the former refers to vocabulary that students have been though or learnt and which they are expected to be able to use.

### **2.4. Vocabulary Mastery**

Since the vocabulary is important to learn in language, so one can't avoid learning vocabulary. Fries (1945:2) points out that we never separate from mastery of vocabulary, because whenever we think of language learning, we usually think of mastering the vocabulary. The words people know actually depend on the experience is very limited in its range, and therefore, his vocabulary is limited too.

Mastering English vocabulary to Indonesian students wouldn't be the same with mastering English to the students from another country. Indonesian language does not belong to the same family with English, like Dutch or Germany. Indonesian language is different from English. This factor will influence the difficulty of learning English to the most of Indonesian students. In addition, Indonesian is bilingual.

The mastery vocabulary itself is closely related to the ability of the learner in getting the vocabulary. Henry and Pongrantz (2006:246) state that mastering a language means being able to comprehend the vocabulary and its phonological system both in speech and in writing. It means that learner who learns English as the second language must comprehend the meaning of the words and is able to apply them in sentences.

Beck, Perfitti, and Mckeown (1982:87) state that: Everyone has two vocabularies. The larger of these is called the recognition vocabulary and is made up of all those words one recognizes. In written and oral context. The second and smaller vocabulary consists of the words one actually uses in everyday speaking and writing. The second vocabulary called the working vocabulary for its supply of words. The more one can extend his recognition of words, the greater his chance of enlarging his working vocabulary.

Shefelbine (1990:23) asserts that, whenever we think of language and language learning, we usually think of mastering the vocabulary of the learning the 'words'. Seal (1991:76) says, "Word knowledge is an essential competent of communicative competence."

The mastery of vocabulary cannot be denied in learning English, not only learners' speaking skills only, but also their reading and writing as well, because vocabulary is one of the most important elements to improve the learners' English mastery of vocabulary that can also be developed naturally by their experience during life according to their need and education.

## **2.5. Some Ways to Develop Vocabulary Mastery**

There are many ways for helping students to get knowledge of many words and qualification

According to Herliani (2006: 13) statements, she said that there are five ways to develop vocabulary mastery:

### **1. Using Dictionary**

One of the main reasons why many students still in their limitation and frustration of having vocabulary is quite simply that they can't bother to look up and digest the meaning of new or unfamiliar words in a dictionary. The use of dictionary is useful to improve students English vocabulary mastery. One thing that should be attended, the student must know how to use the dictionary, because some of students still have difficulty in using the dictionary. So, if the students want to enrich their vocabulary they should be more often to use dictionary and memorize new words beside the words which they have learned in the class.

## 2. Reading the Written English Material

The students must accustom themselves to read the written English materials like their English book subject matter related books to support their English lesson, examples: magazines, funny stories and so on. The following are two suggestions that will be useful in helping the students master the English vocabulary by reading way:

- a. Read well the written English books, magazines and newspapers. These reading materials are useful for students. They will be able to extend their vocabulary by reading it.
- b. Look up each word that is unfamiliar in reading materials. Keep a notebook of unfamiliar words. After looking up the word, write the words and their meaning in a notebook and study them repeatedly.

## 3. Memorizing English Vocabulary

The students find new words and memorize them. The students must make effort to memorize many words (new words or known words) everyday and it should be done regularly.

## 4. Re-writing English Vocabulary

The students can increase their ability on English vocabulary by re-writing English vocabulary which they have learned. This way will be helpful in increasing the students' memory. By doing this way, the students must use their eyesight to see its writing forms, use their hand to write it, and remember it in their mind.

Ronald H. Sitorus in Herliani (2006: 16) stated that one of the ways to write the English vocabulary easily that is making a flash card. On one side of a small card, the students write the English words and on the other side, the students write the definition. Whenever they have time, they can look at the cards and see how many of the words they can remember. So, for acquiring the English vocabulary mastery, this way must be done as often as possible or in other words, it must be done repeatedly.

#### 5. Practicing the English Vocabulary in Speaking and Writing

Beside those ways, the students must practice their vocabulary in a speaking and writing exercise. In speaking exercise, the students should not be afraid to make mistakes in their speaking, because they can learn from their mistakes. The students can use the known words in speaking exercise. They can try to speak in English with their English teacher or their friends. In writing exercise, they can practice their English vocabulary by writing some sentences, paragraph, and letters or in writing diary. The students can write their experience in English form. Sometimes writing can be used by the students to check whether they understand what they have pronounced or not.

In addition, John Langan in his book *College Writing Skill* (1992: 422) mentioned that there are three ways of developing word power (vocabulary development):

- Regular Reading
- Word sheets
- Vocabulary Study Book

## **2.6. Some Factor that Influence the English Vocabulary Mastery**

There are some factors which could influence the mastery of English vocabulary. They are internal factor and external factor (Puspita, 2006:15):

### **2.6.1. Internal Factor**

This factor is related to the matters which come from inside the students, such as motivation and attitude. Motivation is one of important factors that determining the success or failure of English learning.

According to Dornyei and Otto in Dornyei (2001:45) : In a general sense motivation can be design as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and motor processes whereby initial wishes and desired are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out”.

In line with this Harmer (1998:8) points out that motivation is a kind internal drive that encourage somebody to pursue a course of action. The students who are strongly motivated will do significantly better than their peers and perhaps. The motivation that brings students to the task of learning can be affected by the attitude. Triadi in Gagne (1976:44) defines attitude as an internal state that influences the choices of personal action toward objects, persons, or events.

### **2.6.2. External Factor**

This factor is related to the matter which comes from outside the students. It is caused by any number of outside factors for example: teachers' method, teachers' competence, teaching-learning facilities, learning environment (Harmer, 1983:51). In this research I choose only three aspects, they are teachers' method, teachers' competence and teaching-learning facilities.

Teachers' method is affecting the students in successful English learning, Harmer (1983:8) says that the method by which the students are taught must have some effect on their motivation. If they find deadly boring they will probably become de-motivated, whereas if they have confidence in the method they will find it motivating.

The teacher's competence is concerning with the success of English learning, Peters in Sudjana (1982:22) says that the process and the result of the students learning depend on the teachers' mastery, to the subject being taught and their skills of teaching.

The teaching-learning facilities is also important such as language laboratory, English books, LKS, dictionaries that can be used by the students to support them in learning English.

## **2.7. Previous Study**

The researcher found some previous study that related with this study: Thesis's title "A Descriptive Study on the Students Mastery of English Vocabulary at the Eight Grade of SMP Negeri 4 Martapura in Academic Year 2010/2011 by Arif Rahman Hakim. He is from Bachelor program of English Department Faculty of Teacher Training and Education Lambung Mangkurat University (2011). The objectives of his

research are: first, to describe the vocabulary mastery of the eight grade students of SMP Negeri 4 Martapura. Second, to find out the English vocabulary mastery at the eight grade students of SMP Negeri 4 Martapura. The focus on his study is the students' vocabulary mastery in writing skill. The result of his study shows that students the English vocabulary mastery of the eight grades classified into enough.

However, this study focuses on students' vocabulary mastery in daily conversation at the class during teaching learning process at the first grade of senior high school students'. Therefore the discussion will be different from the previous study.