

CHAPTER II

THEORETICAL REVIEW

There are many methods for teachers to use in teaching vocabulary or to encourage vocabulary self-learning by their students. Hulstijn (1992), Hollander and Greidanus (1996) distinguish between incidental and intentional vocabulary learning. Both approaches are present in foreign language (FL) learning, since students learn vocabulary intentionally as part of course requirements but also gain knowledge of words incidentally through their reading. The facts show that intentional vocabulary learning is more effective for retention. In other words, words learnt intentionally through reading are better retained than words learnt incidentally

2.1 Teaching Language

2.1.1 The Definition of Teaching

Brown (1994: 7) defines teaching as a process of showing or helping someone to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. It means that teaching is a process of facilitating and guiding the learners to learn and understand something being learnt. Corder in Larsen-Freeman and Long (1992: 3) states that efficient language teaching must work with, rather than against, natural processes, facilitate and expedite rather than impede learning.

Based on the opinion above, the writer defines that the definition of teaching is guiding and facilitating, the teacher enables the learners to learn and also sets the conditions for learning.

2.2 Language Learning

2.2.1 The Definition of Language Learning

Normally, human learn the language or languages that they hear around them. They learn language in order to communicate with others. Krashen in Richards and Rogers (2001: 22) says that learning refers to formal study of language rules and is a conscious process. Furthermore, Krashen states that learning is available only as a monitor. The monitor is the repository of conscious grammatical knowledge about a language that is learned through formal instruction and that is called upon in the editing of utterances produced through the acquired system. Littlewood (1998: 3) states that learning is conscious processes for internalizing a second language.

According Nunan (1992: 11) language learning is seen both as a process of reconstructing the linguistic system from comprehended input through internal processing and as conscious leaning through explicit instruction aimed at raising the learners' awareness of the grammatical categories and concepts of learning.

Based on the definition above, the writer defines that language learning is conscious process by which a language is learnt in formal study.

2.3 Vocabulary

2.3.1 The Definition of Vocabulary

Vocabulary takes such an important basic role in mastering English as a foreign language. There are some definitions of vocabulary proposed by some experts. There are some definitions of vocabulary. Murcia (2001: 285) says that vocabulary is central to language acquisition, where the language is first, second, or foreign. Similar with Murcia, Coady and Huckin (1997: 5) say that vocabulary is central to language and of critical importance to the typical language learner. Here, the learners need vocabulary knowledge to study English language.

Another definition of vocabulary is stated by Hatch and Brown (1995:1). They state that the term vocabulary refers to a list or a set of words that individual speakers of a language might use. It is supported by Moon in Schmitt and McCarthy (1997: 105), stating that vocabulary has been seen as individual words, which could be used with a great deal of freedom.

Ur (1996: 60) defines vocabulary as the words we teach in a foreign language. Ur (1996: 60 – 62) also gives some elements that need to be taught in teaching vocabulary as follows.

a. Form: Pronunciation and Spelling

The learner has to know how a word is pronounced (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item

for the first time. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned.

b. Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as the teacher teaches the base form. When teaching a new verb, for example, we might give also its past form, if this is irregular (think, thought), and we might note if it is transitive or intransitive.

c. Collocation

The typical collocations of particular items are another factor that makes a particular combination sound 'right' or 'wrong' in a given context. So this is another piece of information about a new item which it may be worth teaching. Collocations are also often noted in dictionaries, either by providing the whole collocation under one of the head – words, or by a note in parenthesis.

d. Aspects of Meaning (1): denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. For example, dog denotes a kind of animal; more specifically, a common, domestic carnivorous mammal; and both dank and moist mean slightly wet.

A less obvious component of the meaning of an item is its connotation: the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. The word dog, for example, as understood by most British people, has positive connotations of friendship and loyalty; whereas the equivalent in the Arabic, as understood by most people in Arab countries has negative associations of dirt and inferiority.

e. Aspects of Meaning (2): meaning relationships

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones. 1) Synonyms: items that mean the same, or nearly the same; for example, bright, clever, smart may serve as synonyms of intelligent. 2) Antonyms: items that mean the opposite; rich is an antonym of poor. 3) Hyponyms: items that serve as specific examples of a general concept; dog, lion, mouse, are hyponyms of animal. 4) Co- hyponyms or co-ordinates: other items that are the 'same kind of thing'; red, blue, green, and brown are co – ordinates. 5) Super ordinates: general concepts that 'cover' specific items; animal is the super ordinates of lion, dog, mouse, etc. 6) Translation: words or expressions in the learners' mother tongue which are (more or less) equivalent in meaning to the item being taught.

From the definitions above, it can be concluded that vocabulary is a stock knowledge of words and words meanings used when people are learning a foreign language. There are some aspects of vocabulary which are proposed by Ur, namely: grammar, meaning relationships (synonyms, antonyms, , and translation).

2.3.2 Vocabulary Mastery

Since vocabulary is an essential part of a language, it is needed for a student to master it well. It is more important than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words.

Schmitt and Mc Carthy (1977:140) say that no matter how well the student learn grammar, no matter how successfully the sounds of second language are mastered, without words to express a wider range of meaning, communication in a second language just can't happen in any meaningful ways. It means that without grammar communication can be conveyed, without vocabulary nothing can be conveyed.

Considering its importance, mastering vocabulary plays an important role in learning a language. Hornby (1995: 721) states that mastery is complete knowledge or great skill. While Swannel (1992:656), define mastery as a comprehensive knowledge. Based on the definitions, the writer defines mastery as complete knowledge to learn something.

2.3.3 Kinds of Vocabulary

Haycraft quoted by Hatch and Brown (1995: 370) divides two kinds of vocabulary. The first is receptive vocabulary. It is words that the student recognizes and understands when they occur in a context, but which they cannot produce correctly. The second is productive vocabulary. It is words which the

student understands, can pronounce correctly and use constructively in speaking and writing.

Gairns and Redman (1998: 64) classify the different kinds of vocabulary; they are receptive and productive vocabulary. They use receptive vocabulary to mean language items which can only be recognized and comprehended in the context of reading and listening material. Then productive vocabulary refers to the language items which the learner can recall and use appropriately in speech and writing. These terms are often called passive and active vocabulary.

From the explanations above, it can be concluded that there are two kinds of vocabulary, namely receptive and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they are used in the context, but which they cannot produce. It is vocabulary that the learners recognize when they see or meet in a reading text but they do not use it in speaking and writing.

b. Productive Vocabulary

Productive vocabulary is the words which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive language can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

2.4 Teaching Techniques

2.4.1 The Definition of Technique

Anthony in Richards and Roger (2001: 19) says that technique is implementation which actually takes place in a classroom. It is particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well. Based on Anthony's opinion, techniques carry out a method which is consistent with an approach. It is the level at which teaching procedures in the classroom is done or described.

According to Hornby (1987: 887) technique is method of doing something expertly, method of artistic expression in teaching, painting, and et cetera. Technique here has many scopes, but in teaching, method is doing something expertly to get good result in teaching.

Based on the definition above, the writer defines teaching technique as implementation of doing something expertly in object to get good result of teaching.

2.4.2 5E Model

The 5E model is learning by inquiry. Inquiry is complex activity that involves making observations, posing questions, examining books, technology databases, and other sources of information to see what is already known in light of evidence and using tools to gather, analyze, and communicate the results. Inquiry requires identification of assumptions, use of critical and logical thinking,

and consideration of alternative explanations. Inquiry involves activities and skills that focus on active search for knowledge or understanding to satisfy a curiosity. With the advances in cognitive research and developmental psychology, educators and researchers agree that most people learn best through personal experiences and by connecting new information to what they already believe or know. The guided inquiry teaching model encourages students to construct their own conceptualizations while exposing them to the content suggested for a given grade level (Eggen and Karchak (2001). Villavicencio (2000) teaches kindergartners an inquiry path model that asks students to engage five steps of inquiry planned by them. Inquiry-based model is the 5E learning stage, a method of structuring lessons based upon hands-on activities and constructivist learning theory. The 5E learning stage involves learning something new, or attempting to understand something familiar in greater depth. In trying to make sense of things students use both their prior experience and the first-hand knowledge gained from new explorations.

Based on constructivist philosophy, learning proposes students to build their own understanding of new ideas. Constructivism has been researched and written by many eminent leaders in the fields of learning theory and cognition. Scholars such as Jean Piaget, Eleanor Duckworth, George Hein, and Howard Gardner have explored these ideas in-depth. This constructivist learning philosophy is adopted in curriculum development science center at The Biological Science Curriculum Study.

Roger Bybee in developing the Biological Science Curriculum Study worked with other educational researchers to create the BSCS 5E model of learning in 1980s. The BSCS 5E model in an effective way to engage students in learning.

First, students are engage in the concepts through a short activity or relevant discussion. Next, students explore the concepts with others to develop a common set of experiences. In the explain stage, the teacher guides the students as they develop an explanation for the concepts they have been exploring. In the elaborate stage, the students extend their understanding or apply what they have learned in a new setting. In the evaluate stage, the students and the teacher have an opportunity to evaluate the students' understanding of the concepts.

The process consists of five cycles, described as follow:

Engage

These experiences mentally engage the students with an event or questions. Engagement activities help students to make connections with what they know and can do. During the engagement phase, the teacher can: create a need to know or create an interest; assess prior knowledge; and focus on a problem or ask questions.

Explore

Students work with one another to explore ideas through hands-on activities. Under the guidance of the teacher, students' experience a common set of experiences that helps them clarify their own understanding of major concepts and skills. During the exploration phase, the students: investigate; develop awareness

or practice skills; design, plan, build model, and collect data; and test predictions and form new predictions.

Explain

Students explain their understanding of the concepts and process they are learning. Teacher help students clarify their understanding and introduce information related to the concepts to be learned. During the explanation phase, teacher and students: clarify understanding; define concepts or terms; share understandings for feedback; listen critically to one another; form generalizations; and refer to previous activities.

Elaborate

These activities challenge students to apply what they have learned and extend their knowledge and skills. During the elaboration phase, students: build on their understanding of concepts; use knowledge of concepts to investigate further extension; apply explanation and skills to new, but similar, situations; and provide practice and reinforcement application.

Evaluate

Students assess their own knowledge, skills, and abilities. Evaluation activities also allow teacher to evaluate students' progress. During the evaluation phase, students: draw conclusions using evidence from previous experience and demonstrate an understanding or knowledge of concept or skills.

2.4.3 5E Model for English Language Teaching

There is a doubt whether this 5E model of teaching can be applied on scientific subject only. Of course not, some previous studies show that it has been