

CHAPTER TWO

LITERATURE REVIEW

In this part, the researcher puts theory about teaching vocabulary of this research. The theory and related study comes from some books and journals are taken to support this research.

Theoretical Framework

The researcher found the theory of strategy of teaching vocabulary. The strategy of teaching vocabulary was based on Brown's book. Brown (2001) stated that in the end of nineteenth century, Grammar Translation Method (GTM) become standard methodology in teaching a foreign language. The GTM has been popularly taught in every educational institution until now. It is a theory which is focusing on the rule of grammar. Its main techniques is memorizing the vocabulary from text, reading text to know the meaning, doing exercise such as translate reading text from resource language to the target language. In GTM, the teachers are supposed to be trying to explain the difficulty of grammar.

The characteristic of using Grammar Translation Method is various, such as first, the students are taught to translate one language to another language. Students study grammar deductively, for example they are given the grammar rules and examples. After that, students try to memorize them and apply the rules toward other examples. Much vocabulary is taught in the form of list and students asked to memorize it. Reading of difficult text is begun early. Moreover, littler or no attention is given to pronunciation.

In another hand, Larsen-Freeman (2000) stated that there are some typical techniques in using Grammar Translation Method in teaching foreign language. The first is the Translation of a Literary Passage in which the students translate a reading passage from target language to their native language and vice versa. Moreover, since the focuses of reading passage are vocabulary and grammatical structure, students should not translate idiom but rather in a way that show the students' understanding the meaning of the vocabulary.

Second, it is Reading Comprehension Questions in which the students will have to answer question in the target language based on their understanding of the reading passage. In this case, students are asked in their mother tongue (L1: First Language) yet the students will have to answer in the target language (L2: Second Language).

Third, it is the antonyms/synonym in which require students to find antonyms and synonyms for words or sets of words from reading passage. Fourth, it is Deductive Application Rule which consists of grammar rules that are presented with examples and exception from teacher. In this technique, some students will have to understand the grammar rules so that they are expected to apply it with the new examples.

The fifth is the Fill-in-the-blanks in which the students are given a series of sentences with missing words. The students will have to fill in the blanks with new vocabulary or particular grammar type, such as noun, preposition, pronoun or verb with different tenses. Sixth, it is memorization which means that students have to memorize vocabulary lists from target language to their native language,

grammatical rules and grammatical paradigms such as verb conjunction. Seventh, it is the use of words in sentences which means that the students are required to create sentences to illustrate that they know the meaning and use of new words. Eighth, it is the composition which means that students write about a topic using the target language.

Definition of Vocabulary

There are some definitions dealing with vocabulary based on some experts.

Richards (2002) as cited in Pratiwi (2013) stated that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. He also states that vocabulary is list of words with their meanings, especially in a book for learning a foreign language. By this way, he defines that vocabulary is wider than just the meaning of words. It covers a huge aspect of language and is the medium to express idea and which can be understood in the contexts.

Another argument comes from Graves (2000) as cited in Mukoroli (2011) stated that vocabulary is as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary which includes words and expressions. Moreover, Herrel (2004) as cited in Mukoroli (2011) extends Graves' definition further by stating that lexicon organizes the mental vocabulary in a speaker's mind. An individual's mental lexicon is a person's knowledge of vocabulary.

Zimmerman (2007) as cited in Mukoroli (2011) stated that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences. Gardener (2009) as cited in Mukoroli (2011) stated that vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured, how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases.

Based on Herrel (2004) as cited in Mukoroli (2011), there are different types of vocabulary. They are, first, the reading vocabulary. It refers to all the words that individual can recognize when reading a text. Second, it is listening vocabulary. It refers to all the words that individual can recognize when listening to speech. Third, it is writing vocabulary. It includes all the words that individual can employ in writing. The last is speaking vocabulary. It refers to all the words an individual can use in speech.

Definition of Teaching

There are some definitions of teaching. First, according to Brown (2007), teaching is helping someone to learn something, guide in an assessment of something, prepare knowledge, make know and understand. Added by Sardiman (2011), teaching is delivering knowledge to the students and creating conducive atmosphere and supportive environment system for learning process.

Kinds of Teaching Strategies to Improve Students' Vocabulary

There are some teaching strategies that help students to improve their vocabulary. Based on Schmitt (2000), there are five strategies that can improve student's vocabulary. The first is Determination Strategies. It is used to discover new words by guessing context, analyzing word part and using a dictionary to exemplify. Second is those Social Strategies which involves asking the teacher or classmate for the meaning or translation for consolidating. Also, it involves studying and practicing the group of word or interaction with the native speaker. Third is Memory Strategies or mnemonics. This strategy teaches how to connect the word with previous knowledge, for examples, through association, imagery and grouping. Those strategies involve the selection and grouping of vocabulary in topics or themes. Then, the topics or themes may be situations, places, feelings, subjects, jobs, among many other possibilities.

The fourth strategy is Cognitive Strategies. This strategy does verbal and repetition of word, word list, word card, unfamiliar vocabulary and keeping vocabulary in the notebook. The last is Metacognitive Strategies. It is how the students make their self-management in improving their vocabulary, deciding which word to study and which to skip, reviewing words and testing one's self.

Kinds of Obstacles in Improving Vocabulary

There are some obstacles in improving vocabulary. Based on Texas Education Agency (2014), there are some obstacles in improving students' vocabulary. The first is the number of the task. Most of the students get their reading task that is given by their lecturer from journal article or book. The number of words that students need to learn is exceedingly large. Unfortunately,

the students who exposures a new words can differ among the students. It has been shown, for example, the students who like reading so much and like to improve their vocabulary will read the entire task carefully and understand all the unfamiliar words to get the meaning. Contrary, the students who do not like reading will not read the entire task carefully. They only read the passage or scan passage without understand the unfamiliar word that the students found. Therefore, those differences among students will effect to their vocabulary improvement.

Second is the limitation of information sources about words. The students have their own information source to get the vocabulary such as dictionaries, word parts, and context. Those information resources are important but they have their own problems which can be difficult to use, uninformative, or even misleading.

Dictionary is the main feature of most vocabulary learning because all of the students use dictionaries to look up the meaning of the unfamiliar words. However, there are still many students do not receive the kind of instruction to learn how to use a dictionary effectively. For example, traditional instruction in dictionary focuses on having students to look up words and use information from the definitions they find to write sentences. This kind of instruction appears to produce only a superficial understanding and rapid forgetting of a word. Young students often have difficulty in interpreting the definitions, especially when the word is should be appropriately used in a sentence. In fact, after examining the errors made by students who wrote sentences based on dictionary, the examiners concluded that this activity is pedagogically useless because the word is not

appropriate with the sentence. Moreover, the students also often get difficulty in choosing the appropriate meanings from a dictionary for an unknown word and the simplified definitions. Indeed, school dictionaries and glossaries often fail to adequately describe the word's meaning.

Still in the discussion on word, the word part mastery is important. Students' ability to use word parts such prefixes, suffixes, and roots to interpret new words can contribute greatly to their vocabulary growth. Nevertheless, word parts are not a completely reliable source of information about word meanings. Besides that, students can acquire a great deal of vocabulary knowledge as they pick up the meanings of words from context as they read widely in appropriately challenging texts.

The third obstacle in improving vocabulary is the complexity of word knowledge. Knowing a word means knowing its definition. However, knowing a word's definition is not the same thing as being able to use that word in speech or writing. For example, the students are able to use and to recognize in printed words such as *at*, *the*, and *so*, but very few can give a formal definition for them. Moreover, the use of *at*, *in*, *on* and *so* are really different in particular sentences. Those are the minor complexity of word that is always used by students so that they make incorrect sentence not only in writing, but also in speaking. Definitions are ways to talk about word meanings and are different from word meanings.

Furthermore, the complexity of word knowledge is the fact that all words are not the same. Vocabulary contains function words and words content. Function words are words that have a syntactic function, that are used to alert a

reader or speaker to the structure of the sentence. Function words have syntactic function, used cue reader speaker structure sentence. Without function words, the sentence is unintelligible.

Definition of Learning Strategy

There are some definitions of learning strategy. The first, according to Oxford (1990), learning strategies are steps that taken by the students to enhance their own learning. Also, it is a specific action taken by the learner to make the learning easier, faster, more enjoyable, more self-directed and more effective in doing something. Moreover, appropriate language learning strategy can improve students' vocabulary proficiency and enhance self-confidence in speaking, writing, reading and listening. Supplement by Schunk (2012) inform that learning strategies can create and maintain a positive learning atmosphere such as the way to memorize vocabulary. The strategies that can be applied are such as listening to the music by text, watching English video and memorizing at least five vocabularies in a day.

Related Teaching and Learning Process

Based on definition above, teaching and learning process is the key point of educational process. Teaching and learning process contains series of actions in which the teachers and students take place in an educational situation to achieve a certain goal. Thus, mutual relationships or the interaction between teachers and students is a key for the continuity of teaching and learning process.

Usman (2011) stated that there are two elements which are really important in teaching and learning, namely the role of the teacher and the process.

The role of the teacher is to create a series of changes toward students' behavior and development. Process is the interaction of all components or elements contained in the teaching and learning process. Teachers and students must have been related to each other in bonds to achieve the goals. The components are such as formulating the learning goals, determining the learning materials which is appropriate with the goals, conducting methods and strategy of teaching so that it can be accepted easily by the students. Additionally, teaching instruments are used to simplify and clarify the students' learning process. Meanwhile, the evaluation is to measure whether the goal is achieved or not. Then, its results can be used as feedback for teachers to improve teaching quality and students' learning.

Previous Related Study

There many previous studies in strategies learning vocabulary which had been investigated by some experts.

Cohen and Apek (1980) as cited in Malley and Chamot (1990) trained their students Hebrew to recall vocabularies through paired association. Firstly, students were given brief instruction on how to use association to assist vocabulary recall. Secondly, they selected their own word form in a reading text and they made their own association for them. After that, the students practiced using the words in a variety of close activity over a period of several weeks. At the time of the posttest, student most often used the initial association that they had made in order to recall the new word and this led to better performance.

Nam (2010) investigated that there were some strategies designed by ESL teachers to improve students' vocabulary. However the design of vocabulary

teaching strategies needed to be based on the students' proficiency level. First, for all level, teachers gave authentic text which means that teachers gave some reading book with some underlined words that become target of vocabulary to the students to remember. Also, teacher might use fill-in task and pictorial vocabulary which has unknown words from pictures. It might be appropriate at the beginning and intermediate level. In addition, post reading composition task and reading and retelling task may be more suitable for the advanced level students. Moreover, vocabulary exercises can be applied for all level students of ESL

Gu and Johnson (1996) cited in Gebhard (2000) investigated the lexical strategy used by Chinese University student. They found that learning vocabulary strategies were guessing vocabularies from context, using dictionary, word formation, oral repetition, writing and memorizing words in every day, spelling the letter by letter, writing new words and translation equivalents repeatedly. There was more than one way to improve their vocabulary.

Larsen-Freeman (2000) was using Grammar Translation Method in teaching foreign language in the high-intermediate level English class at a university in Colombia. Teacher gave reading passage in the student textbook. Students should read a few lines from the passage. After the student finished reading, they were asked to translate into Spanish what they have just read. In the same hand, the teachers helped them with the new vocabulary which the students did not understand what the English meaning. After that, the teacher gave some comprehension question in English based on the reading passage and the student should answer with the English as well. In comprehension question, teacher asked

the student to infer based on the student understanding of the passage and students should answer relate with the students experience. In another activity, teacher asked to the student to find out the antonym and synonym from same list of vocabulary that have been given by teacher.

Little and Kobayashi (2015) investigated vocabulary learning strategy (VLS) to science students studying English as a foreign language with lower and higher proficiency in Japanese university. The study was conducted over nine weeks period as the participants received supplemental explicit VLS instruction on six strategies. The participants of the research were 38 (14 males and females) who were all first- and second-year students majoring sciences. The explicit vocabulary instruction focused on three cognitive strategies (vocalization, writing rehearsal, and word cards) and three memory strategies involving deeper processing (imagery strategies, association, and mnemonics). The results showed that both the statistical analyses and open-ended responses indicated that the students were very familiar with those six strategies and the students were really enthusiastic in using those strategies. Moreover, regarding to the students' perception of those strategies, the frequently used all those strategies in improving their science vocabulary in foreign language.

Al-Zahrani (2011) investigated the effectiveness of keyword based instruction in enhancing English vocabulary achievement and retention of intermediate stage pupils with different working memory capacities. The study adopted a quasi-experimental design employing two groups (experimental and control). The participants of this research were 96 of 3rd intermediate grade pupils

from two intermediate schools in Taif University. The pupils were divided into two groups experimental and control. The participants of experimental group are 47 was taught the vocabulary of the first term of English language book of 3 intermediate grade through keyword method. The participants of control group are 49 was taught the same vocabulary through traditional method. Two group's scores were analyzed using two ways ANOVA. Results revealed that keyword method had a positive effect on the learners' vocabulary achievement and retention. Moreover, using keyword method can enhance students' vocabulary achievement and retention with both elementary and intermediate school pupils. Also, results showed that pupils with high WMC (working memory capacity) were better than pupils with medium and low WMC in both vocabulary achievement and retention.

Matsuoka and Hirsh (2010) investigated the vocabulary learning opportunities in an English Language Teaching (ELT) course book. This research was designed for upper-intermediate level language learners. All the words appearing in the 12 chapters presented short reading, vocabulary, grammar task and information to learner on related skill work including listening and writing task. All the word appearing in each chapter in the students' book was analyzed. The results suggested that the text would provide opportunities to deepen knowledge of the second 1,000 most frequent words in English, and would provide a context for pre-teaching of academic words met in the text for learners on an academic pathway. The results also suggested that the text would provide minimal opportunities for learners to develop vocabulary knowledge beyond high

frequency and academic words. The findings demonstrated a need to supplement use of such texts with an extensive reading program and other forms of language to promote vocabulary development.