

## **Chapter Two**

### **Literature Review**

This chapter presents review of related literature. It covered the definition of vocabulary, types of vocabulary, strategies to teach vocabulary. Previous related studies and conceptual framework are also presented in this chapter.

#### **Definition of Vocabulary**

Vocabulary is a number of words a learner knows, while vocabulary complexity refers to the learner's knowledge about their usage (Daller, H., Milton, J., & Treffers-Daller, J., 2007). According to Wilkins (1972, p. 111) "without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed". This shows how important vocabulary is. Therefore, teaching and learning vocabulary in learning language classroom system is very important.

Vocabulary is the collection of words that an individual knows (Linse, 2005, p.121). Whereas Hornby (1995, p.1331) stated that vocabulary is the total number of words in a language. Every individual has collection of words. An individual has total of words differently. Moreover, an individual has to know vocabulary to communicate with other individual. Vocabulary can support the four skills: listening, speaking, reading, and writing.

According to Hatch and Brown (1995, p.1), the term vocabulary refers to a list or set of word for a particular language list or set of word that individual speaker of a

language might use. This does not mean that explicit vocabulary instruction is less important in teaching foreign language.

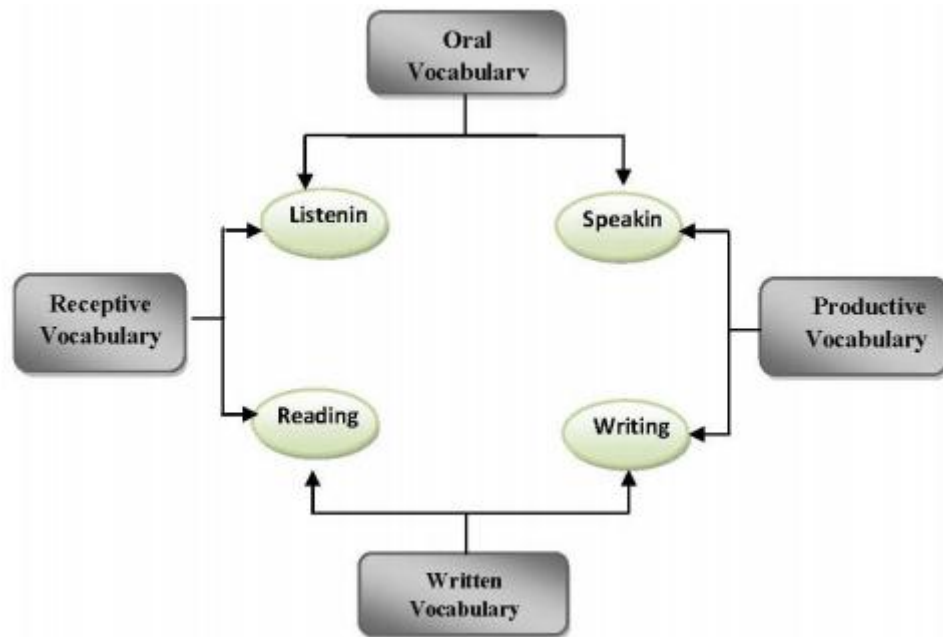
From some definitions above, the researcher can conclude that vocabulary is a list of words that a person knows and uses to communicate every day. It is an important part of language. It is a collection of the words used to communicate every day, and to be learned when people study foreign language.

### **Types of vocabulary**

According to Will (1990) there are two types of vocabulary expressive and receptive vocabulary. Receptive vocabulary is a word in our receptive vocabulary when we understand it when others use it. Meanwhile, expressive vocabulary is a word in our expressive vocabulary when we use it. He also increase, almost half of the adults use receptive vocabulary type. Beck (2002) stated that according to the finding in Macaro's survey in 2003, to increase a word to our expressive vocabulary, the word should stay in our temporary evaluation. The word should stay in the list of the words until we have good progress in the practice of using it.

Based on Blachowicz & Fisher (2004) the type of vocabulary is divided into two categories namely oral and written. Oral vocabulary contains words that appear and are used in listening and speaking. The written one contains words that are used in reading and writing. According to Ebrahimi, Azhideh and Aslanabadi (2015) vocabulary can be receptive or productive. Receptive vocabulary consists of words that appear in we are listening and reading. Whereas, productive vocabulary consists

of words that we use when we speak and write. In addition, according to Bard, Robertson & Sorace (1996) the classification of vocabulary is described in the following c



**Figure 1.** Type of vocabulary chart

Based on the picture, we can see that oral vocabulary are listening and speaking, while the written vocabulary covers reading and writing. Speaking and writing are categorized as productive vocabulary. Listening and reading are categorized as receptive vocabulary. Meanwhile, written vocabulary covers reading and writing. So over all, all types of vocabulary are related.

Vocabulary is the basic for learning language. From figure above shows that vocabulary strongly related to reading, writing, speaking and listening. The learners learn language and use it to express themselves and communicate their ideas to others

when the learning process in the class. It is obvious that good communication needs appropriate word choices along with accurate structure.

### **Strategies to teach vocabulary**

When a learner studies second language vocabulary, vocabulary teaching strategies should be taken into consideration by the teacher (Sanaoui, 1995).

Vocabulary improvement involves knowledge of keeping information about the meaning and pronunciation of words or letter required for communication to each other. It is important for starting comprehending the reading, speaking, writing and listening.

Teachers can do many things to improve students' vocabulary. According to Wallace (1988) there are some essential principles for successful and effective teaching vocabulary. The first one is aim. The meaning of aim is that teachers know what is to be taught, which words and how many words. The second one is need. When students learn target vocabulary, they should be interested in those words. The third are frequent exposure and repetition. In learning vocabulary, students should learn the vocabulary frequently and not be bored to repeat. The last is meaningful presentation. When teaching vocabulary material, it should be clear and unambiguous. The reference should be real. Based on those principles the teachers can develop their strategies in improving students' vocabulary.

There are some strategies in improving students' vocabulary. They are as follows:

**Read aloud to the students.** According to Elley (1989), students can learn words from books being read aloud to them. The teacher can read aloud books and other material such as newspaper or magazines, but not too many words that are new for the students. Read-aloud of storybooks is important exercise, but it is also important to read-aloud of other types of text, like an information book (Pappas, 1991).

**Get the students to read.** The students who read more have tendency to have richer vocabularies (Stahl, 1998). When teachers involve students in motivational activities to encourage reading, teachers are also concurrently improving their vocabularies. Therefore, the teachers' strategy in improving students' vocabulary can include asking the students to read.

**Engage students in rich oral language English.** The students can also receive the new words through the talk. The students also learn by way of listening and joining in high-level conversation. For example, the students whose parents use uncommon word at dinner are able to master higher vocabularies and later gain reading achievement better than other students (Beals, 1997).

**Encourage reading and talking at home.** The students can improve and develop their vocabulary at home. The students should be encouraged, persuaded, influenced in reading and speaking to each other in or outside of school. For example,

with the parents' participation, the teachers can ask their students to have conversation with the family and environment. This activities are done in order to give positive effects for the students (Baker, 2000)

**Teach important words.** Everyone can teach the student a new word or vocabulary (Fairbank, 1986). There are the limitation how many new vocabulary that a teacher can teach to the students. The important factor is to select new words appropriate to the student and teach them carefully. In giving or teach the student a new word or vocabulary we must make sure that new vocabulary delivered to the children is easily relatable to other word which student already know (Kucan, 2002).

**Encourage students to use dictionary.** According to Eslami & Huang (2013) "Advocates of dictionary use suggest that teacher should encourage learners to use a dictionary to find the particular meaning of an unfamiliar word in a given context". Hayati and Fattahzadh (as cited in Eslami & Huang, 2013) also recommend "that learners consult a dictionary for the meaning of an unfamiliar word to make certain that their assumptions are accurate based on the contextual information". It is supported by Gu & Miyangga (as cited in Eslami & Huang, 2013) Access to a dictionary helps learners become more autonomous because they can find appropriate interpretations of unfamiliar words in sentences without depending on teachers' explanations.

**Encourage students to memorize.** Memory strategies are classified into practicing and encoding categories. Word list and repetition are instances of

practicing strategies. According to Oxford (as cited in Nemati, 2009) Memory strategies, traditionally known as Mnemonics, involve relating the word with some previously learned knowledge by using some form of imaginary or grouping. Based on Schmitt (1997) Memory strategies are strategies, which engage learners in learning the new word through mental processing by associating their existing or background knowledge with the new word.

**Listening and singing English song to improve students' vocabulary.** Song can be used by the teachers in English learning process especially in improving students' vocabulary. According to Maulaya (2008), the use of song can be one of teaching strategies to improve students' language skill, listening in particular. Also, based on Hapizuddin (2013, p.3), "through the song, students will also learn vocabulary easier because song, indirectly, will attract them to find the meaning of difficult words in the dictionary". By listening and singing an English song actually can be interesting in improving students' vocabulary.

**Teaching using the Multimedia.** In improving students' vocabulary teachers can use the multimedia as stated by Xiqin (2008, p.13), "Multimedia had a good aid to vocabulary teaching and learning. The information from multimedia provides a hypertext system that integrates words, sound, images and moving picture. With help of multimedia, teachers can activate all the senses of the students in learning vocabulary". Using appropriate media can help and motivate students in learning and

enrich students' vocabulary. Using media learning process become effective and more interesting for the students.

**Problems faced the teachers in improving students' vocabulary.**

Pronunciation and spelling contribute to the factors that make some words more difficult than other (Thornbury, 2005). When improving students' vocabulary, teachers might find the problems related to those factors.

**Pronunciation.** The research demonstrates the words that are hard to pronounce are harder to learn. Basically the words which are hard to master will normally be those that consist of common sounds to some groups of other learners.

**Spelling.** Sound-spelling disparities are likely to be cause of errors. One of the pronunciation or of spelling can give a hard word. When the most English spelling is fairly law-abiding, there are any glaring irregularities.

Besides, there are other problems faced by teachers in improving students' vocabulary. The first one is that students forget the words. The second one is that students are not motivated to open the dictionary. The third one is that students lack motivation in reading. The last one is that student use online dictionary.

**The Students forget the words.** One of the problems faced by teachers in improving students' vocabulary is that students sometimes forget the words. According to Gaim and Redman (as cited in Xiqin, 2008), "Information stored in the memory will fall into disuse unless it is activated fairly regularly". So, when students'



obtain new words and did not practice in other time its words possible to forget. The students should be able to train enrich the new words with continuous.

### **The Previous Related Studies**

There are several research previously carried out by some researchers related to vocabulary improvement. The first previous study was conducted by Januari Ningsih Hidayati (2010) about improving the Student's Vocabulary Using Comics. This research is an action research describing the process of teaching vocabulary by using comics, it aimed to know what comics can improve student's vocabulary. The subject of the research is the grade eighth students of MTsN Ngemplak Boyolali. The procedure of the researcher consists of identifying the problem, planning the action, implementation of the action, observation the action, and the reflecting the result of the research. The data were taken from observation, interview, document, questionnaire, and test (pre-test and post-test). The tests were conducted to know how well students comprehend the reading text. The result of the research shows that implementation of comics can improve the student's vocabulary mastery as shown by the improvement on the students' score in the pretest and posttest.

The second previous study was conducted by Isti Widyaningsih (2012) about the application of Scanlation to Improve Students' Vocabulary Mastery Focused on Descriptive Text at Eight Grade Students of SMP N 1 Ngemplak Boyolali. The objective of this research was to improve the students' vocabulary mastery by the application of scanlation method. The problem in this research was the low

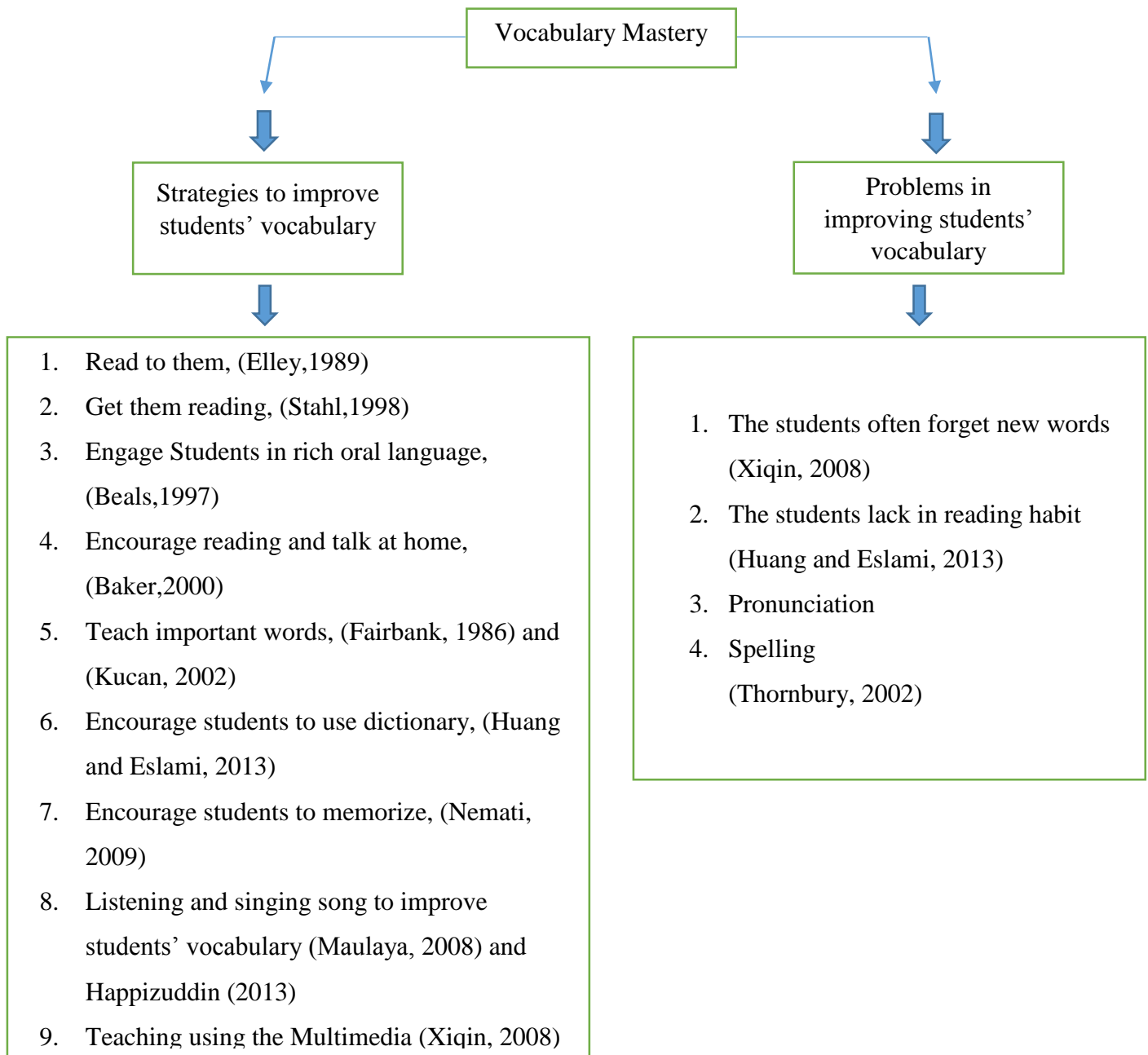
vocabulary mastery of eight grade students at SMP N 1 Ngemplak, Boyolali in Academic Year 2011/2012. The result of observation displayed that the application of scanlation can improve students' vocabulary mastery. Meanwhile, the problems faced by the researcher cover technique and non-technique problem. The result of improving students' vocabulary mastery by applying scanlation was in line with the standard competence in English subject for class VIII semester 1. The result also showed that the written works of students were well organized based on the score and their translation. The students had also confidence to present their work. The application of scanlation could increase the student's vocabulary mastery. It could be seen from the progress of students' score from pre-test to post test. The student's verge score was 5.2 in the pre-test and it became 6.9 in the posttest 1 and it became 8.5 in the post-test 2.

This research is related to my research on how the students' vocabulary mastery improved. Their previous research applied comic and scanlation as their strategy to improve the vocabulary. It may be applied by the in SMA Muhammadiyah 3 Yogyakarta as well as their strategy.

### **Conceptual Framework**

In this research, there are two points in this research. The first is the researcher wants to identify the teacher's strategy in improving students' vocabulary and the second is the researcher wants to investigate the problems in teacher's strategies in improving students' vocabulary. To answer the research questions

related to the strategies used in improving student's vocabulary the researcher will apply the theory from Elley (2006), Stahl (1998), Beals (1997), Baker (2000), Fairbank (1986), and Kucan (2003). Their theory are suitable for my research since they discussed about the strategy in improving students' vocabularies. To answer the research question related to the problems in improving student's vocabulary, the researcher will use the theory from Thornbury (2002), Xiqin (2008), and Huang and Eslami (2013). The schema of the research is described in the following chart.



**Figure 2.** Vocabulary mastery types chart