

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Vocabulary

2.1.1 Definition of Vocabulary

In this part, there are a few points discussed in relation to; definition of vocabulary, why study vocabulary, and kind of the vocabulary

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. To know what vocabulary is, the following are definitions about vocabulary:

Oxford Advanced Learner's Dictionary Online has applied a meaning of vocabulary as follows: all the words that a person knows or uses, all the words in a particular language, the words that people use when they are talking about a particular subject, a list of words with their meanings, especially in a book for learning a foreign language.

According to Kamil & Hiebert (2007) in their article accessed from internet, they broadly define; vocabulary is knowledge of words and word meanings. Richards (2001:4) says that vocabulary is one of the components of language and one of the first things applied linguists turned their attention to. Meanwhile, Hornby (1974:959) defines vocabulary is a total number of words which make up a language with definition or translations.

According to the definitions above I concluded that vocabulary is a word that a person know in a particular language and one of componets of language that has a meaning and definition.

2.1.2 The Important to Master vocabulary

A good mastery of vocabulary helps the learners to express their idea precisely. By having many stocks of word learners will be able to comprehend the reading materials catch other talking, give response, speak fluently and write some kind of topics. On the contrary, if the learners do not recognize the meaning of the words use by those who address them, the will be unable to participate in conversation, unable to express some ideas, or unable to ask for information.

Considering the important of vocabulary role in learning foreign language. The mastery of this element should be ensured and develop. Otherwise, the vocabulary mastery of the children will be limited and consequence of it is that they will find difficulties in learning the skills of the language. Therefore, schools have a task to teach vocabulary to their students as suggested by John Carol as showed by Margaretha MCKeown (1987; 01).

Although a considerable amount of vocabulary, learning is associated with primary language learning in early years. The acquisition of most the vocabulary characteristic of an educated adult occur during the years of schooling, and infacts one of the primary task of the school as far as language learning in concerned, as to teach vocabulary.

2.1.3 Why Study Vocabulary

It is undeniable that vocabulary, like grammar and phonetics, plays an important role in mastering a foreign language. Teaching vocabulary plays important role in language acquisition because the mastery of vocabulary will help students in mastery all the language skills; listening, speaking, reading, and writing. Vocabulary will make the students practice the structure more easily; it is useful for the students in order to communicate in daily life and will strengthen belief that English can be used to express some ideas or feeling they express in their native language (Finocchiaro, 1974: 38)

The other reason is that a large vocabulary helps the English learners in studying other English subjects such as Sociolinguistics, Psycholinguistics, Business Correspondence, etc. It will help them to understand and define many concepts, ideas, expressions that they get in such subjects. It is stated by Bella Fiore (1968: 1) “The larger the vocabulary you build up, the better able you are to define and refine the expression of the images and ideas”. Moreover, she said “The more words you master richer become you thought process and the better you distinguish between shades of word meanings, the subtler grows your expression of ideas”. In conclusion, vocabulary learning is an unseparate thing from language learning because whenever people think of it, they usually think of vocabulary learning and vocabulary mastery. It is a key for the English learners to get a success in their learning process.

2.1.4 Kinds of Vocabulary

Teaching vocabulary is important in language acquisition. Vocabulary is one element that links the four skills of listening, speaking, reading, and writing all together. One of the requirements to communicate well in a foreign language, students should have an adequate number of words. According Celca-Murcia (2000:76) there are two kinds of vocabulary, as follows:

a. Productive versus Receptive Vocabulary

Productive vocabulary is the lexical terms which the students can remember and use appropriately in speaking and writing. Receptive vocabulary in the lexical items which the students familiar and understand when they meet them in the context of reading and listening materials.

Productive vocabulary is used to speaking and writing, the stage of teaching and learning must end with vocabulary practice, where the students get an opportunity to try to use the vocabulary in context. Different from productive vocabulary, receptive vocabulary is only presented until the students' know the meaning to understand the context of reading or listening.

b. Definition

Noun is one of parts of speech as well as one of parts of a full sentence beside other words, like pronoun (subjective pronoun) and phrases. Noun is also used as the name of a person, place, thing (physical, e.g. table, book, pen, house, building, etc. or abstract, e.g. development, betterment, learning, etc).

2.1.4.1 Nouns

a. Proper noun is a noun which refers to particular thing, like Mr. Brown, India, Bali, Hendric. Here, proper means one's own (Wren & Martin, 1996). For examples, Mr. Brown is a lawyer. Mr. Brown is a proper noun and it positions at a subject.

b. Common noun is a general noun. In other words, common noun refers to something general or the opposite of proper noun, like country, man, building, etc. Common noun includes a collective noun. A collective noun is the name of number (or collection) of persons, things taken together and spoken of as one whole (Wren & Martin, 1996), like crowd, fleet, herd, etc.

c. Abstract Nouns.

Abstract noun is noun which refers to something abstract and only able to feel in mind or feeling, like kindness, whiteness, hardness, honesty, wisdom, etc. Further, abstract noun usually closes to something specific in relation to quality, action or state meaning.

d. Noun as an element of a sentence

Noun is usually positioned at a subject and (or) object.

2.1.4.2 Adjective

Adjective is a word belonging to one of the major form classes in any of numerous languages and typically serving as a modifier of a noun to denote a quality of the thing named, to indicate its quantity or extent, or to specify a thing as distinct from something else The word red in "the red car" is an adjective.

Adjectives describe or modify—that is, they limit or restrict the meaning of—nouns and pronouns. They may name qualities of all kinds: huge, red, angry, tremendous, unique, rare, etc. An adjective usually comes right before a noun: "a red dress," "fifteen people." When an adjective follows a linking verb such as be or seem, it is called a predicate adjective: "That building is huge," "The workers seem happy." Most adjectives can be used as predicate adjectives, although some are always used before a noun. Similarly, a few adjectives can only be used as predicate adjectives and are never used before a noun. Some adjectives describe qualities that can exist in different amounts or degrees. To do this, the adjective will either change in form (usually by adding -er or -est) or will be used with words like more, most, very, slightly, etc.: "the older girls," "the longest day of the year," "a very strong feeling," "more expensive than that one." Other adjectives describe qualities that do not vary—"nuclear energy," "a medical doctor"—and do not change form.

2.1.4.3 Verb

Verb is a word that characteristically is the grammatical center of a predicate and expresses an act, occurrence, or mode of being, that in various languages is inflected for agreement with the subject, for tense, for voice, for mood, or for aspect, and that typically has rather full descriptive meaning and characterizing quality but is sometimes nearly devoid of these especially when used as an auxiliary or linking verb. Verbs are words that show an action (sing), occurrence (develop), or state of being (exist). Almost every sentence requires a verb. The basic form of a verb is known as its infinitive. The forms call, love, break, and go are all infinitives.

Almost all verbs have two other important forms called participles. Participles are forms that are used to create several verb tenses (forms that are used to show when an action happened); they can also be used as adjectives. The present participle always ends in -ing: calling, loving, breaking, going. (There is also a kind of noun, called a gerund, that is identical in form to the present participle form of a verb.) The past participle usually ends in -ed, but many past participles have irregular endings: called, loved, broken, gone. The verb's past tense usually has the same -ed form as the past participle. For many verbs, however, the past tense is irregular. An irregular past tense is not always identical to an irregular past participle: called, loved, broke, went. The two main kinds of verbs, transitive verbs and intransitive verbs, are discussed at the entries for transitive and intransitive.

2.2 Vocabulary Mastery

Vocabulary is one of the language aspects which should be learnt. Learning is important because in order to be able to speak, write, and listen, the learners have to know vocabulary first..It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

According to John (2000: 16), vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary –tape definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. As Chen and Li (2009) acknowledge, vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an Infant. Basically, they will master the vocabulary through the simple words by listening the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process. The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

To make the discussion clearer, Harmer's opinion be added in his can book, Harmer (2001: 16) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

2.2.1 Vocabulary in Foreign Language Learning

Vocabulary plays an important role in foreign language learning. The development of rich vocabulary is important when the learners acquire the English as a foreign language (Nunan, 1991: 118). Vocabulary becomes an essential part in foreign language learning. The vocabulary that is taught in foreign language learning depends on the objective of the course and the amount of time available for teaching. In English learning, especially vocabulary learning, there are some factors that influence the students in mastering it. The factors are linguistic and non-linguistic. The linguistic factors are usually related to natural difficulty of the language. It can be caused by imperfect knowledge about the English material. They cannot understand the relation between foreign language and mother tongue which have significant differences in styles and rules.

The non-linguistics factors are divided into two factors; there are external factors and internal factors. External factors are related to curriculum, methods, classroom situation, family, and society. Meanwhile, the internal factors come from IQ, attention, motivation, interest, attitude, and etc.

2.2.2 Teaching English Vocabulary

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

Vocabulary is a central of English language acquisition, as according to Celce and Murcia (2001. p: 285) vocabulary learning is a central to language acquisition whether the language is first, second, or foreign.

According to Hornby (1995. p: 125), “teaching” is defined as giving instruction to somebody “knowledge, skill, etc. Based on that explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life.

Harmer (2001: 155) gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

1) Demonstration

The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

2) Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

2) Discovery

The students can be encouraged to understand new language form by discovering them in a text or by looking at grammatical evidence in order to work out a grammar rule.

3) Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

4) Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

2.2.3 Learning English Vocabulary

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as stated in Thornbury (2002), “without without vocabulary nothing can be conveyed.” Moreover, learning vocabulary of foreign language presents the learner with several challenges. As stated in Harmer (2002: 2), the challenges are making the correct connections, understanding the foreign language between the form and the meaning of words, and discriminating the meanings of closely related words.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Thornbury (2002: 2) states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

2.2.3.1 Teaching Vocabulary to Teenagers

Teaching English to teenagers is different from teaching English to adult learners. The teenagers have special characteristics (Brown: 2001). First, the operational thought of the teenagers is increasing. They can solve the problems with logical thinking. Second, attention spans of the teenagers are lengthening. This is as a result of intellectual maturation of the teenagers. Third, the teenagers still need varieties of sensory input. Other characteristics of the teenagers are they have a very high ego and self-image and are very sensitive. The last characteristics of the teenagers are they are more and more becoming adult like, so the teachers have to be careful in teaching them. Teenagers are easy to get bored with the lesson compared with adult learners. They need colorful pictures and information that are relevant with their world. Therefore, the teachers should be creative in finding interesting ways to teach vocabulary.

2.2.3.2 English Vocabulary Learning Experienced by The First Year Students at SMP IT AZIZIYAH PEKANBARU

In SMP IT AZIZIYAH PEKANBARU, English lesson is one of the compulsory lessons. It is also supported by the decision of government that this school will become Standard School National. So, it is necessary to give more attention in improving and increasing the quality of the English teaching learning process.

SMP IT AZIZIYAH PEKANBARU had 21 classrooms; every grade had 7

classrooms except in grade IX there were only 6 classes. The number of the students in each class was 32 students. To support the English teaching and learning process, this school uses some material books such as Let's Talk, in Focus, Cambridge, and other sources. And the total meeting in a week is six meetings. The purpose of this study in this school is to know the vocabulary mastery of the students and the problems on learning English vocabulary faced by the first year students at SMP IT AZIZIYAH PEKANBARU.

