

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discussed the theoretical framework of the study related to the research. The writer divides the chapter into three subheadings. They are vocabulary, anecdote, and using anecdote to enrich students' vocabulary. The first is vocabulary. This topic consists of the importance of vocabularies, types of vocabularies, how to present vocabularies, how to teach vocabularies and how to test vocabularies. The second topic is about the anecdotes, which consist of the nature of anecdote, the generic structure of anecdote, and the advantages of anecdote text. The last topic is about using anecdote to enrich students' vocabularies.

A. Vocabulary

1. The Definition of Vocabulary

Words, both written and spoken, are arbitrary symbols, meaningless in themselves, that are used to name thing.¹ All languages have words. The people need so many words to make them master those languages. It makes vocabularies as a basic to learn language.

Vocabularies are one of the language components. There are various definitions about vocabularies. Laurie stated that vocabulary is about words where they came from, how they change, how they relate to each other and

¹ Cedric Gale, *Building an Effective Vocabulary* (New York: Woodbury, 1966), 14

how we use them to view the world.² According to Helena as quoted by Hilyatul Aulia,³ vocabulary is the body of words in a particular language or in particular sphere activity.

To communicate with others in a certain language we must master the language they belong to, especially to know enough vocabularies of those languages. It shows that vocabulary is a fundamental in language. Therefore, there is no language without vocabulary.

2. The importance of Vocabulary

Vocabulary has the important roles in learning language. It is the first step for the students to master the target language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed, this is how linguist David Wilkins summed up the importance of vocabulary learning. It can be a basis to master the language. While vocabulary is largely a collection of words, grammar is a system.⁴ The more words we know, the easier for us to master the language.

Even in a lifetime, it is impossible for the people to master the target language if they have the limited words. Therefore, people should learn the words they need to know in order to communicate with friends and acquaintance, to practice their trade or profession, to pursue a chosen course

² Laurie Baurier, *Vocabulary*, (London: Rout Ledge, 1988), p. vii

³ Helena in Hilyatul Aulia Fitriani, “*Using Matching Games in Teaching Vocabulary to the Fourth Grade Students of SDN I Cangkir Jombang*” (Surabaya: UNESA, 2009), 7

⁴ Scott Thornburry, *how to Teach Vocabulary...14*

of study, and to develop the knowledge, taste, and appreciation of a cultured individual.⁵ When their store of words is limited, the students will get difficulty to produce the language.

Unlike the learning of grammar which is essentially a rule- based system, vocabulary knowledge is mostly related about memory work. In English, there are some activities to get new vocabularies for the student. In English learning process, the students are going to get more vocabularies by reading texts, writing an essay, listening some dialog or English story, and speaking with the other using the target language.

Finally, without ignoring other language components, it is clear that vocabulary is the most important factors in mastering the language skill. The students have to master many words to understand what they read and listen. Also, they have to speak and write using appropriate words to make the others understand what they want to share actually. Therefore, teachers are expected to have the interesting way to make the students are motivated in learning vocabulary and mastering the target language. Because mastering it makes student feel confident in learning English.

3. Types of Vocabulary

According to Clarence L. Barnhart as quoted by Eli, there are four types of vocabulary.⁶ They are listening vocabulary, speaking vocabulary,

⁵ Cedric Gale, *Building an Effective Vocabulary* ... 15

reading vocabulary, and writing vocabulary. The first is listening vocabulary. It is all the words we can recognize when listening to speech. In listening vocabularies, we will listen how to pronounce those words. The second type is speaking vocabulary. It is all the words he or she can use in speech. The third type is reading vocabulary. It is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because it includes the other three. The last type is writing vocabulary. It is all the words he or she can employ in writing, and it's stimulated by its user.

4. Presenting Vocabulary

In learning vocabulary, many learners take English course in the expectation that they will be presented with many vocabularies to master the target language, although incidental vocabulary teaching can occur outside the teaching learning process.

In teaching learning process, there are some ways of getting across the meaning of a lexical item. It will depend on the item which is presented. Some are more suitable for particular words. Often a combination of techniques can be both helpful and memorable. The techniques used to present vocabularies are illustration/ demonstration, mime, synonyms/

⁶ Clarence in Eli Wahyuni, *Using Vocabulary Grouping Technique to Enrich Students' Vocabulary Mastery at First Class of SMP Muhammadiyah 03 Waru Sidoarjo*, (Surabaya:IAIN Sunan Ampel Surabaya),13

antonyms, definition, translation and context. This technique will be presented detailed in these following words:

a. Illustration or demonstration

This is very useful for more concrete words (dog, rain, and tall) and for visual learners. In this way, the teacher can illustrate or demonstrate the words.

b. Mime

In this technique, the teachers express the words using action, expression and movement.

c. Synonyms/ antonyms/ gradable items

Using the words a student already knows can be effective for getting meaning across.

d. Definition

Make sure that it is clear (maybe check in a learners' dictionary before starting the lesson if you are not confident). Remember to ask questions to check they have understood properly.

e. Translation

This way is very economical, and not need many time. The teacher only needs to translate the target language into the mother language of the students. This way is very economical and especially suitable for dealing with incidental vocabulary that may show up in the learning process. Unfortunately, sometime this way is less memorable for

the students, because they don't have to work very hard to access the meaning. Also, as we know that not every word has a direct translation, this made difficult for the students to translate the text well.

f. Context

Think of a clear context when the word is used and either describe it to the students or give them example sentences to clarify meaning. Students know the meaning of words by guessing those words that follow them.

5. Teaching Vocabulary

As we know that vocabulary is the most important thing in language. This component bases all skills in mastering English language. It makes the students should improve their vocabulary mastery. Weak vocabularies makes the students have difficulties in comprehension the English text. Teaching vocabulary is an activity to acquire some new words to improve their vocabulary mastery.

From the explanation above, new method should be applied in order that students have new challenge and are motivated to learn more about vocabulary. Teacher could approach vocabulary instruction in variety ways.

We know that to be effective, vocabulary learning must occur in context. A context method require students to read a new word in meaningful context and apply the words based on their experiences are more effective for

teaching vocabulary.⁷ Reading text is one of the ways to teach vocabulary through context.

In traditional vocabulary instruction, the lesson usually begins with a story or article that students need (the context), and the words are selected for further discussion. Other, the techniques of teaching vocabulary using some texts includes this following⁸:

- a. Teacher gives the students some texts, and asks them to search for and underline all compound nouns, negative prefixes, etc;
- b. Teacher asked the students to find the derivational of the words in the text;
- c. Teacher asked the students to classify those derivations according to which part of speech they belong to.

6. Testing Vocabulary

Testing is a way to know the students' feedback on the teaching learning process. Ideally, to know the students' vocabulary mastery the students should be tested at the beginning of the learning process. Test of vocabulary knowledge sometimes is a part of placement tests, or as a component of a diagnostic test in advance of planning a course programmed.

Such test usually involves some attempts to measure the extent of vocabulary knowledge. Vocabulary knowledge is sometimes targeted in tests

⁷ Burns, Roe, and Ross, " *Teaching Reading in Today's Elementary School*", 1984, p 153

⁸ Scott Thornbury. *How to Teach Vocabulary*... 110

of reading ability, since there is a strong correlation between the two⁹. Good reading comprehension depends on understanding the words we read. The more words we recognize and understand the text, the better comprehension we will get. We can conclude that reading and vocabulary are two things that are difficult to be separated.

Moreover, testing has a useful backwash effect. If learners know they are going to be tested on their vocabulary learning, they may take vocabulary learning more seriously. Testing motivates learners to review vocabulary in preparation for a test.¹⁰ Good test has a positive backwash effect, for example they encourage good learning strategies.

7. Anecdote text

An anecdote is a text which retells funny and unusual incidents based on the fact or imagination.¹¹ Its purpose is to entertain the readers. It is a short and interesting story about a real incident or person. An anecdote is always presented as based on a real incident involving actual person, whether famous or not, usually in an identifiable place.

However, over time, modification in reusing may convert a particular anecdote to a fictional piece, one that is retold “too good to be true”. Sometimes humorous, anecdotes are not jokes, because their primary purpose

⁹ Scott Thornbury. *How to Teach Vocabulary...*30

¹⁰ Scott Thornbury, *How to Teach Vocabulary...*129

¹¹ Ririn Oktaviandari, *Anecdote Texts as instructional Material to Teach Reading at Second Year of MAN Karanggede Boyolali in 2008/2009 academic year*, (Surakarta: Universitas Muhammadiyah Surakarta), 4

is not simply to evoke laughter, but to reveal a truth more general than the brief tale itself, or to delineate a character trait in such a light that it strikes in a flash of insight to its very essence.

There are five structures in anecdote text. They are abstract, orientation, crisis, reaction, and coda¹² The detailed explanation will be discussed below:

- a. Abstract : it is signals in retelling of unusual incident. Also, this part consists of the resume of the story which happens in the text.
- b. Orientation : this part is set of the scene in the story, which consists of the introduction about the actor or actress, time, and place of the story.
- c. Crisis/ incident : it provides details of the unusual incident in the story.
- d. Reaction : it is the effect or reaction of the actor from the crisis.
- e. Coda : the reflection on or evaluation about the actors' problem of the incident from the story. Also, this part tells about the message which contained from the story.

There are several language features of anecdote. They use exclamation words, use rhetoric question, use past verb, use conjunction of time and Use adverbs or adverb phrases.¹³

¹² Ririn Oktaviandari, *Anecdote Texts as ...*, 15

- a. Exclamation words : It is a word or phrase that expresses strong emotion, such as surprise, pleasure, or anger. Exclamations often stand on their own, and in writing they are usually followed by an exclamation mark rather than a full stop. The examples of this words are *It's wonderful, so this;*
- b. Using rhetoric question: It is a figure of speech in the form of a question to express something important and stress it, without the expectation to reply. The examples are *do you know what?, it's funny, isn't it?*
- c. Using action verb : Mostly, the verb in this story using past verb. The examples are *stayed, climbed, killed, etc.*
- d. Using conjunction of time: the purpose from these words is to connect the time of the story. The examples are *after, before, then, etc.*
- e. Using adverbs and adverb phrases: this words show the time, place, and way of the story. The examples are *yesterday, last week, at home, carefully, slowly, etc.*

There are several advantages in using anecdote text to teach vocabulary:

- a. It's short. It is easy to use this text in the class activity, without needing more time. The language was used in those texts is easy.
- b. They are fun. Many kind of anecdote texts are entertaining and make the students enjoy with the text. The topics are weight and make the student

¹³ Bryan Veloso, *Anecdote Text,...* accessed on May 21, 2012

fun. From this text, the student can find that the subject is easier than they thought which influenced their perception that English is difficult and boring.

- c. They are memorable. In fact, learning is remembering.¹⁴ Most of stories in anecdote text use patterns of language and plot that make them easy to retell and understand it. Also, they can imagine those texts in a real situation, which made this texts are memorable.
- d. They are meaningful. Although the story is fun and easy to understand, the story in the text gives good experience through interested story.

8. Teaching vocabulary through anecdote text to enrich students' vocabulary

In this research, the researcher tried to discuss the three problems. They are how the implementation of anecdote text to enrich students' vocabulary mastery is, what the response of students through this technique is, and the improvement of students after getting the material.

Reading text is useful for language acquisition. It can give positive effect for students' vocabulary. The acquisition of reading skills, however, is never easy, and students need to be consistent practice to become fluent

¹⁴ Scott Thornburry, *how to Teach Vocabulary...23*

readers.¹⁵ Student can easily understand the reading material if they have high motivation to read.

The appropriate reading text will influence the students' motivation to learn more and interested in words. Text, especially short text is ideal for the classroom use. It does not need much time and students' memorization in the class activity. In this research, the researcher uses anecdote as one of the ways to improve their motivation in reading activity, as one of the way to enrich their vocabulary.

Nuttal stated that authentic texts can be motivating because they are proof that the language is used for real- life purposes by real people.¹⁶ Through anecdote text students are hoped more motivated to know many new words from the text. Not only that students will be interested in knowing more about the content of the text because of the content of anecdote text that has fun and entertains the reader.

B. Review of Previous Study

The previous study is reviewed in order to avoid an imitation. There are some previous studies which are related to the way to enrich students' vocabulary through different media. They are as follows:

¹⁵ Reiko Komiyama, *CAR: a Means for Motivating Students to Read* (English Teaching Forum, 2009), 32

¹⁶ C. Nuttal, *Teaching Reading Skills in a Foreign Language* (New Edition), (Heinemann: Oxford, 1996), 172

Chusnul Faitmah thesis, entitled "Using Comic to Increase students' Vocabulary at SMP Bilingual Terpadu Krian- Sidoarjo" was conducted in 2011. In this research, the researcher used Collaborative Classroom Action Research (CCAR). In her result, she said that comic is effective to enrich the students' vocabulary. Unfortunately, in the first meeting, the class is crowded and makes students get bored, because the story is long, and students have to remember many words in the same time.

Synfatul Wa'iyah with her thesis "The Use of Authentic Reading Materials to Improve First Year Students' Vocabulary, at SMPN 2 Surabaya", was conducted to seventh graders in 2010. In this research, the researcher limits her study on the use of articles from magazine as extensive reading material. Also, this study is limited in the part of speech (noun, verb, and adjective).

Susanti Ikasari with her thesis "Puzzles as a means of increasing the senior high school student's vocabulary" was done in 2004. Her research is focused on the way to increase students' vocabulary using puzzle. She believes that students will have an amazing ability to absorb language through playing to achieve maximally.

In this research, the title is "Enriching English Students' Vocabularies through Reading Anecdote at Tenth Grade Students of MA al- Huda, Nganjuk". It is different from the present study is that the researcher uses anecdote text to enrich the students' vocabulary mastery, especially for the

tenth grade students. Anecdote text is fun, easy, and short. In addition, this research focuses not only on the part of speech, but also synonym, antonym and the meaning of the words.