CHAPTER II

REVIEW OF RELATED LITERATURE

A. Definition of Vocabulary

McCarthy quoted by Ilawana defines vocabulary of language like English consists of several hundred thousand words[9]. Hornby confirms this statement that 1) Vocabulary is the total number of words in a language; 2) List of words with their meanings[10]. Another expert, Murcia, quoted by Ilawana, states that vocabulary learning is central to language acquisition, whether the language is first, second, or foreign[11]. Vocabulary is important for communication.

Based on the definition above, it can be concluded that vocabulary is a list of words in a particular language. It is also a basic component of language. Vocabulary has an important role in language skills.

---

[9]Nofra Ilwana, Thesis: "*The Effectiveness of Total Physical Response (Tpr) To Enhance Students' Vocabulary Mastery (An Experimental Study at the Seventh Grade of Smp N 3 Ajibarang) In Academic Year 2009/2010*". (Surakarta : SebelasMaret University, 2010), 9

[10]A.S. Hornby.Oxford Advanced Learner's Dictionary of Current English (5th Edition). (Oxford: Oxford University Press, 1995), 1331

[11]NofraIlwana, Thesis: "*The Effectiveness of Total Physical Response (Tpr) To Enhance Students' Vocabulary Mastery (An Experimental Study at the Seventh Grade of Smp N 3 Ajibarang) In Academic Year 2009/2010*". (Surakarta : SebelasMaret University, 2010), 9

B. Vocabulary and language skill

Good vocabulary mastery is one of indicators of the success of language teaching and learning. As mentioned before that vocabulary is one of important language component, however, mastering vocabulary of a language does not mean mastering the language it self[12].

Mastering vocabulary of the target language can help many students to convey their thought in the target language. When a student understands a grammar of the target language and has high self confidence to communicate in the target language, but, they are nothing when he does not now the words that he can use to convey his idea. However, when a student knows much vocabulary of the target language, you can not call him as a master of the target language, because language mastery includes many aspects, which one of them is the vocabulary mastery.

The use of vocabulary is important in developing students' language skill. A student will be unable to speak or write when he does not know how to

---

[12]NurulHendraWahyudi, dkk., *"PengembanganRencanaPembelajaranDenganTeknik Webbing Dalam Konteks Membaca Pemahaman Teks Ekspositori Untuk Meningkatkan Penguasaan Kosakata Bahasa Indonesia PadaSiswaKelas IV SDN KetawanggedeI"*. (Research Paper written to fulfill the assignment of ProblematikaPembelajaranMakalah Lecture, UniversitasNegeri Malang, 2011), 35.

speak and write in the target language. Therefore, to increase students'
language skill, the vocabulary mastery needs to be improved.

C. Vocabulary Learning and Teaching

In vocabulary teaching and learning process, there are some ways you
can do. Scott Thornburry in his book *How to Teach Vocabulary* states that,
there are some ways of vocabulary learning. Two of them are labeling and
network building. *Labeling* is mapping words onto concepts[13]. For example, a
cow has name cow. It is learned from the concept of a cow, an animal with four
legs and has brown hair color. This is the basic learning way of vocabulary.
From here then, you can teach vocabulary by representing the image of the
word. For example, when you teach word "cow" you can teach it by presenting
the image of cow, by picture or maybe the object it's self.

The *second* one is network building, where learners construct a complex
web of word[14]. Here, learner tries to connect between one word to another
word. For example, black and white, water and fire, family and brother, and so
on. For this learning, the thing you can do to teach vocabulary by stimulating
students with the words has connection with the target word.

D. Contextual Teaching and Learning

---

[13] Scott Thornburry. *How to teach Vocabulary*. (England : Longman, 2004), 18
[14] *Ibid.*

Contextual Teaching and Learning (CTL) is an approach that require teacher to relate the material in the class to the real life. CTL is developed based on constructivism concept. It is a concept that states that meaningful learning start from students' knowledge and experience[15]. Learning process in the classroom is not enough when the process is only a transformation of information and knowledge without any relationship with the students' life. This approach also motivates students to implement their knowledge into their daily life. The learning is not enough when the students only stop in understanding level. They only know the new information and the knowledge, but, they do not understand how to implement the knowledge in their daily life.

The main purpose of CTL is to help students to link the students' academic subjects to the contexts in in their daily life. From relating the knowledge to the daily life, students will get the depth real meaning and understanding of the knowledge.

E. **Students Daily Life and Vocabulary Learning**

Student is part of society that can not be separated from the daily life. The daily life is everything has connection to their self. The daily life here includes the students' culture and habit, economic, religion, education, environment profession, and so on. This daily life will influence students in

---

[15] Elin Rosalin. *Gagasan Merancang Pembelajaran Kontekstual.* (Bandung : PT Karsa Mandiri Persana,2008)24

their behavior and or mind set. The students always interact with their daily life; because it is inseparable part of students them selves.

In vocabulary learning, as I quoted from Steven A Stahl before, that the words known and used by a person is the word that has relationship to him. A doctor knows more the vocabulary of doctor field than other vocabulary. A teacher knows more vocabulary of education than the others. From this assumption, researcher argues that the vocabulary that a Moslem student who live in village and grow in farming family, knows and uses is about Islam, life in village, and farming. It must be seldom for him to use the vocabulary of education and healthy, and or use vocabulary of Christ, life in town, or shopping, because he has no need to talk about them.

In addition, such I also quoted from Scott Thornburry statement before that one of teaching vocabulary technique is labeling. It is mapping the word to a concept. In the same book, he also states that on of way vocabulary remembered is through repetition[16]. This repetition will reinforce the vocabulary in students' memory. Therefore, researcher argues that it is better if teacher can teach vocabulary based on the students' daily life. Because, it will provide students to repeat the words in their daily life without taking special time to repeat it. In other side, students also will be able to connect directly the

---

[16] Scott Thornburry. *How to teach Vocabulary*. (England : Longman, 2004), 24

words to the concept, because they experience the concept in their daily life and this will help students to understand the word easily and deeply.

F. Some Previous Studies

There are some researches that have been done related to this topic. Ratna Sutanti, an English teacher of SMUK 5 BPK PENABUR Jakarta, conducted a research to find if there is influence of students' vocabulary mastery to the students' reading ability. This research only talks about the relationship between students' vocabulary mastery to the students' reading ability. This research is conducted to the SMUK 5 BPK PENABUR Jakarta students'. It shows that the mastering of English vocabulary is equal to their mastering of the English reading ability[17]. Pupils who have a high level on mastering the English vocabulary, they have a high level on mastering the English reading ability too. The same result happened also to the opposite one, that pupils who have low level in mastering the English Vocabulary, their mastering in English reading ability are low too. This result shows that vocabulary is important to develop language skill. That is why I conduct this research which will try to develop students' English vocabulary mastery so that, later, students have good ability in English language skill.

---

[17]RatnaSusanti. "Penguasaan Kosakatadan Kemampuan Bahasa Inggris" *Jurnal Pendidikan Penabur* No. 1 Th. 1, Maret 2002, 87

Dewi Ratnawati also had conducted a research about the correlation between vocabulary mastery and reading comprehension at seventh grade students of SMPN 13 Semarang. The research concludes that there is a significant correlation between the vocabulary mastery and reading comprehension. She said that students should have a good mastery of vocabulary to have good mastery of reading comprehension[18].

The research result of Dewi Ratnawati is in line with research result of Abdurrachman who research about the correlation between students' achievement in vocabulary and reading ability at second grade of SMAN 16 Surabaya. The result shows us that there is significant correlation between students' vocabulary mastery and their reading comprehension[19].

In addition, theoretical and empirical research in EFL in Japan suggests that teaching daily life words to elementary-aged children can be highly beneficial for EFL learners[20]. Teaching daily life will ease students to communicate in their daily life. This research is only purposed to construct a word list for English for Young Learner education which will become foundation for daily life vocabulary for Japanese elementary school students.

---

18 Dewi Ratnawati. Thesis. "*The Correlation Between Vocabulary Mastery And Reading Comprehension: The Case Of The Seventh Grade Students Of SMPN 13 Semarang In The Academic Year 2005/2006*. (Semarang : Universitas Negeri Semarang, 2006)

[19] Abdurrachman. Thesis. *The correlation between students' achievement in vocabulary and reading ability at second grade of SMAN 16 Surabaya. (Surabaya : IAIN Sunan Ampel Surabaya, 2011)*

20KiyomiChujo. "Creating a Corpus-Based Daily Life Vocabulary for TEYL".*Asian EFL Journal*.Vol 49, January 2011, 20

Although this research only focuses on the daily vocabulary for elementary students, but this research shows the importance of daily life vocabulary in learning a language. This reinforces my research to develop the students' daily vocabulary.

Siusana Kweldju had ever conducted a research about the vocabulary size of students studying in English Department. The result of the research explains that the students have only 15% vocabulary mastery from English native students' vocabulary mastery[21]. This shows us that the English vocabulary mastery in Indonesia is still weak. The students studying in English Department have only 15% vocabulary mastery from English native students' vocabulary mastery. Moreover those are not at English Department, they must have lower vocabulary size than them. This is one of the reasons why teacher need to improve the students' vocabulary mastery.

Elis Nur Bariroh had ever conducted a research about using of flashcard to improve students' vocabulary at seventh grade students of SMP Kemala Bhayangkari 1 Surabaya. The result shows that flashcard can improve students' vocabulary[22]. One of the flashcard functions is as the visual meaning of the

---

[21] Siusana Kweldju. "Pengajaran Bahasa Inggris Berbasis Leksikon: Sebuha Alternatif Yang Tepat Untuk Pengajaran Bahasa Inggris di indonesia". (Presented in Inagural Speech Proffesor in field of Vocabulary in Universitas of Malang, 2002), 16
[22] Elis Nur Bariroh. Thesis. *Using flashcard to improve students' vocabulary competence at seventh grade students of SMP Kemala Bhayangkari 1 Surabaya.* (Surabaya : IAIN Sunan Ampel, 2010)

vocabulary. In my research, the students' daily life has a function as the real meaning of the vocabulary they learn in the class.

While in East Jakarta, Ginar Deny Saputra, a student of Universitas Islam As-Syafi'ieyah East Jakarta, had ever conducted a research at SMA Negeri 6 Bekasi[23]. The research purposed to find the influence of CTL in developing students' vocabulary, but the research did not talk about students' daily life, but only the implementation of Contextual Teaching Learning (CTL) in general. The research found that CTL has significant influence to the students' vocabulary mastery.

Nurmayanti also conducted a research about CTL and vocabulary, but it is not conducted to senior high school students as the previous research done by Ginar Deny Saputra, but to the elementary students. This research is aimed at improving the students English vocabulary mastery using Contextual Teaching and Learning through problem solving. The result of the study is not different with Ginar Deny Saputra result which show that CTL based teaching can increase the students' ability in mastering vocabulary[24].

---

[23] Ginar Denny Saputra. Thesis: *"The Influence of Contextual Teaching and LearningTo the Students' Vocabulary Achievement Conducted to First Grade of SMA Negeri Bekasi". (*East Jakarta: University of Islam As-Syafi'ieyah, 2007)

[24] Nurmayanti. Thesis: *"Improving Student's English Vocabulary Mastery Using Contextual Teaching And Learning Through Problem Solving: A Classroom Action Research In The Fourth Year Class Of SDN 01 Tegalsuruh, Sragi Pekalongan In 2007/2008 Academic Year."* (Surakarta : Universitas Muhammadiyah Surakarta, 2008)

Similar research is also conducted by Evi Dwi Wulandari. She researched of the implementation of Contextual Teaching and Learning (CTL) in teaching english vocabulary at sixth grade of SDN Pongangan Gresik. She found that that CTL technique is an effective approach to be applied in teaching English vocabulary to young learners. It helped students attach meaning the lesson or vocabularies. Moreover, they easier to remembered what they study[25].

Muhammad Fitriyanto also conducted a research which carried out to show how Contextual Teaching and Learning (CTL) is used to improve the students' vocabulary mastery at Class 5 SDN Gurawan Surakarta. Its result shows that the students' level of enjoyment in doing the activities in the classroom increased. The students are not shy any longer and enjoyed in doing the activities. Finally, their vocabulary mastery improved well[26].

In addition, Sitti Halijah conducted a research about the effectiveness of using authentic materials to improve students' vocabulary to develop descriptive paragraph to the students of SMA Negeri 2 Sungguminasa. She

---

[25] Evi Dwi Wulandari. Thesis: *"The implementation of Contextual Teaching and Learning (CTL) in teaching english vocabulary at sixth grade of SDN Pongangan Gresik"* (Gresik : Universitas Muhammadiyah Gresik, 2011)

[26] Muhammad Fitriyanto. Thesis. *"Improving English Vocabulary Mastery Of The Fifth Grade Students Of Sdn Gurawan Surakarta By Using Contextual Teaching And Learning (Ctl) (A Classroom Action Research)"* (Surakarta: Sebelas Maret University, 2010)

found that the implementation of authentic materials improved of the students' vocabulary[27].

The ten previous researches talk about the importance of teaching vocabulary to improve language skill and teaching vocabulary by Contextual Teaching and Learning method. However, none of them talk about the use daily life-based learning to develop students' vocabulary mastery specifically, and this research talks about it.

---

[27] Sitti Halijah." The Effectiveness Of Using Authentic Materials To Improve Students' Vocabulary To Develop Descriptive Paragraph" *Jurnal Sastra Tamaddun* No. 2, Desember 2010, 91