

CHAPTER II

REVIEW OF LITERATURE

A. THE IMPORTANCE OF VOCABULARY FOR LANGUAGE LEARNING

To communicate with other people, especially the foreigner, we need to master vocabulary as much as possible. We always need vocabulary when we want to share ideas, opinions and thoughts. Here will be discussed two techniques that are commonly used in teaching vocabulary in order to increase students' vocabulary. Vocabulary is the most important factor that students should be mastered.

A student who lacks the vocabulary will find difficulties in language-learning process and has little opportunity to be successful in developing the four language skills. As Pasty stated that for most people, the importance of vocabulary seems very clear. As it has often been remarked, we can communicate using words that are not placed in the correct order, pronounced perfectly, or marked with the appropriate grammatical morphemes, but communication often breaks down if we do not use the correct words. Although circumlocution and gestures can sometimes compensate, the importance of vocabulary can hardly be over-estimated.¹

¹ M. Lightbown, Pasty and Spada, Nina. 2006, *How Language Are Learned Third Edition*, Oxford University Press, New York. P. 96

1. Phases of Vocabulary Acquisition for Language Learner

Mastering vocabulary is the important thing in language learning.

To learn vocabulary needs a process from the unknowing the word into mastering the word, this process is often called the lexical acquisition. To illustrate the process of lexical acquisition, this section will examine the learning of two lexical aspects in some detail, there are two ways to illustrate the process of vocabulary acquisition for the language learner, first by *Regarding Meaning* and then *With Regard to Morphological Knowledge*.²

a. *Regarding Meaning*

Aitcheson summarizes the process of meaning acquisition in L1 children in three basic stages: (1) labeling (attaching a label word to a concept), (2) categorization (grouping a number of objects under a particular label), and (3) network building (building connections between related words).³

b. *With Regard to Morphological Knowledge*

Nagy and Anderson point out that most are related to words already known through prefixation, suffixation, or compounding. This explains that the students can acquire the vocabulary of the identifying the word affixation. It can be said that, if the students know the root

² Schmitt, Norbert. 2000, *Vocabulary in Language Teaching*, Cambridge University Press, United Kingdom. P. 123

³ Ibid, Schmitt, Norbert. P. 123

meaning of the word, on the result that they can estimate the word's family meaning.⁴

2. Types of Vocabulary on Second Language Learning

When we discuss about learning vocabulary in another language, we may be immediately envisioned a list of words. The most part of the list is composed of single unit words such as *dozens*, *awkward* and *feedback*. However, the vocabulary can be much more than just a single unit word. There are *single words*, *set phrases*, *variable phrases*, *phrasal verb* and *idioms*.⁵

a. Single Words

It is shown that the common people used single words in vocabulary teaching because it contains a word that is easy to remember and apply for teaching vocabulary. In addition, it is the root of the English language that the beginners usually learn vocabulary at the first time. Because it consists of word by word meaning. When the meaning of the word is considered as one unit even though it requires two words to express like "ice storm" it can also be called the single words. There are some examples of the single word.

- Animals: Cat, Dog, Elephant
- Time periods: Monday, January, Today

⁴ Ibid Schmitt, Norbert P.117

⁵ *An Introduction to Second Language Vocabulary*. (www.press.umich.edu/pdf/0472030299-intro.pdf) retrieved on 6 april 2013. P. 2

- Countries: Egypt, Mexico, Somalia
- Action in the past: flew, stayed, went.⁶

b. Set of Phrase

On the set of phrases there are a lot of words that quite different from the single word, because if these words are combined, they have the certain sense of the word or arise the new meaning. Sometimes they will be different from the meaning of both compounding in each word that usually set together. The set of combination of this word cannot be replaced with another word with refer to the word's meaning. It is also the arrangement of the word cannot be changed, for example the first line becomes the second line, because if it happens in the using English vocabulary the meaning probably will change too. It is also can be said that the word that followed the other word is collocated with another word.

- In another word not in other terms (but terms are words)
- Raining cat and dog not raining kittens and puppies (you can only have the adult animal)
- The bottom line not the lowest line (but the bottom is the lowest)
- All of sudden not most of sudden (it is either all or nothing but we don't have none of sudden either)

⁶ Ibid, *An Introduction to Second Language Vocabulary*. P.2

- It is up to you not it is above to you (but above and up are close synonyms).⁷

c. *Variable Phrase*

The variable phrase that usually determines the meaning of the word by content usage of the word is also influenced by the region and culture of the speaker and addressee who speaks English because the word meaning have the certain sense of the communication. Commonly, it is influenced by the diction, possessive and personal pronoun in the form of the sentences. This is the example of the variable phrase, how would the students complete this sentence?

Situation A: you studied French in high school for one year, then you studied two years in college (with a one-year interval between the two years) and then you studied a month or two here and there a friend asks you how long have you been studying French..... For about eight years, what phrase would you use to complete this sentence with the idea that sometimes you did this and sometimes you did not.

The answer the situation a is off and on or on and off (the writer personally never say on and off and was quite surprised to hear others say this. he wonder if this is regional usage).⁸

⁷ Ibid, *An Introduction to Second Language Vocabulary*. P..3

⁸ Ibid, *An Introduction to Second Language Vocabulary*. P. 4.

d. *Phrasal Verb*

The phrasal verb is the word combination which has the single meaning that is quite different with those each word combination. Although there is some word combination that has similar meaning with the word combination. It seems to be difficult for the second language learner to know the meaning of the word. Because if the second language learner only relies on knowing the single word meaning. It is not the appropriate way to estimate the phrasal verb's meaning, one way to know the meaning is by memorizing all of them.

The phrasal verb can be divided into two categories: *The Separable Combination* and *The Inseparable Combination*. The separable combination is the combination where the pattern is noun + verb + noun + noun (they *gave me back* my money). On the other word the combination of the verb with the preposition or the particle, it can be separated by the noun or object of the preposition and the inseparable combination is the combination that pattern is noun + verb + adverb (we *get up* at five o'clock every morning). This combination pattern is never separated. The verbs are intransitive, have no objects, and function in the sentence like any other verb.⁹

⁹ E. Wishon, George and M. Burks, Julia. 1980, *Let's Write English Revised Edition*, American Book Company, USA. P. 317

e. Idioms

An idiom is an expression with the following features. It is fixed and is recognized by native speakers. It uses language in a non literal – metaphorical way. For example: 1. I'm *up to my eyes in* work at the moments. 2. At the meeting, I felt a bit *out of my depth*. 3. I was *over the moon* when I heard she had twins.¹⁰

From the explanation above, we can conclude that the second language vocabulary can be divided into two categories single words and the compound word. There are many compound words that the foreigner used to communicate. They have different meanings with the individual word that usually the foreigner used in the conversation. So it is important for the students to know vocabulary, because it is to be expected that students understand English vocabulary not only the single word but also the compound word.

B. APPROACHES TO TEACHING VOCABULARY

Before we discuss some approaches to teaching vocabulary, the researcher would explain the differences between approach, method, techniques and procedure that usually used in teaching language, especially for teaching vocabulary. As quoted from Harmer, the term of approach describe how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language

¹⁰ Wright, jon, 2002, *Idioms Organizer, Organized by Metaphor, Topic and Key Word*, Heinle, USA. P.7

learning. In other word the approach is the ways or some factors affected people in acquiring the language. The method has arrived at decisions about type of activities, roles of teacher and learners. The techniques are the classroom activity. And the procedure is the sequenced of the techniques.¹¹

Since the approach of teaching vocabulary has the important thing about acquiring and producing the language of second language learners, with the result that the understanding of knowing some approach in teaching language has to determine method and the techniques that the teacher used in teaching and learning language. There are two approaches for teaching vocabulary to determine the activity on language teaching.

1. **Explicit Approach**

Teaching vocabulary by explicit approach is teaching the word families instead of the individual word forms. The teacher can make it as routine when introducing new words to mention the other members of its words family. There are many factors which influence the acquiring of vocabulary. It is much influenced by the environment and the activity that are intentionally done by the students. Such as the technique that teacher used and the list vocabulary that they want to memorize.¹²

¹¹ Harmer, Jeremy, 1998, *How To Teach English, An Introduction To The Practice Of English Language Teaching*, Graficas Estella. Spain P. 78

¹² Ibid, Schmitt, Norbert. P.146

2. **Incidental Learning Approach**

Incidental learning approach is to make sure that learners get maximum exposure to the language. They learn vocabulary without using table of vocabulary or some techniques that teachers used in teaching vocabulary. They learn by situation and the environment that encourage them acquiring and producing the second language. So that the students or people are able to produce their second language without going to academical process. They only stay on the other countries and acquire the language that those countries used. This commonly occurs in the international labor or students' exchange.¹³

C. **TEACHING TECHNIQUES ON VOCABULARY**

Teaching vocabulary is not an easy thing. It is the way of how the teacher teaches vocabulary to be acquired by the students. English teachers should prepare himself/herself with many attractive teaching techniques in order to make English teacher class appealing and comfortable. As an English teacher, one way to teach foreign language is through vocabulary. Vocabulary as one of the language elements should be mastered by the students who are learning the language. Since vocabulary is often difficult to learn from the students, a teacher has to be able to guide and create an interesting way to teach vocabulary. It is not an easy duty of the teacher. As Greenword stated that when teachers explain exactly what students are

¹³ Ibid, Schmitt, Norbert. P. 149

expected to learn and demonstrate the step necessary, students learn more. It means that the teacher not only teaches his or her students, but also they can make the students acquire the vocabulary successfully.¹⁴

Since teaching vocabulary is not the special treatment at the junior high school likes the English four skills: speaking, reading, listening and writing that is covered in one book, teaching vocabulary is often taught in junior high school through teaching reading skill. As Hiebert and Kamil stated that much of the research investigating the role of incidental learning in vocabulary development has focused on words encountered in context of reading.¹⁵ Norbert Schmitt also stated that reading is the important part of all but the most of elementary of vocabulary programs, for intermediate and advanced learners with vocabulary above 3,000 or so words. So teaching vocabulary used reading passages in junior high school is very important in increasing vocabulary.¹⁶

According to Greenwood vocabulary knowledge has long been recognized as critical correlate of successful reading comprehension. Many studies have shown that reading ability and vocabulary is related, but the causal link has not been demonstrated.¹⁷ Reading is part of the English skills that consist of many kinds of words. Students are not only able to gain the

¹⁴ Greenwood, Scott. C, 2010, *The Power Of Words :Learning Vocabulary In Grades 4-9*, Rowman and Littlefield Education, United Kingdom.P. 73

¹⁵ I. Hiebert, Elfrieda H. II. Kamil, Michael I. 2005, *Teaching And Learning Vocabulary Bringing Research To Practice*, Lawrence Erlbaum Associates, London. P.46

¹⁶ Schmitt, Norbert, 2002, *Vocabulary In Language Teaching*, Cambridge university press, USA. P 150

¹⁷ Greenwood, Scott. C, 2010, *The Power Of Words :Learning Vocabulary In Grades 4-9*, Rowman and Littlefield Education, United Kingdom P. 2

new meaning of the word, but also can remember and explore the word that they have.

Since Kruse makes five suggestions for teaching vocabulary in context, this statement is quoted by David Nunan that teaching vocabulary in context can be done by 1.) Word element, such as prefixes, suffixes and roots; 2.) Pictures, diagrams and chart; 3.) Clues of definition; 4.) Inference clues for discourse; 5.) General aids. Based on the explanation above, the researcher classified the techniques of picturing and the sentence clues or the technique of guessing words from context, that would be discussed in this chapter.¹⁸

D. TEACHING VOCABULARY USING PICTURES

Using pictures is one of the techniques that illustrate the entire meaning of word on vocabulary learning. It is also the way of a teacher to illustrate the meaning of the word of the reading passages. Pictures can help students to study the language. Students are able to understand the meaning of word when they look at the pictures. Pictures make students more fun and active to study the language. As Ruth stated that visuals are an extremely useful framework for the storage of Lexis, and they can be used to highlight the relationships between items.¹⁹

¹⁸ Nunan, David, 1991, *Language teaching methodology*, Prentice Hall. P. 121

¹⁹ Gainrs, Ruth & Redman, Stuart, 1986, *Working With Word (A Guide to Teaching and Learning Vocabulary)*, Cambridge University Press. P. 96

By pictures, it is expected to help the students master English vocabulary in reading text. Therefore, they are able to be active in describing their ideas in vocabulary learning. Using pictures in teaching process will make simplicity in teaching vocabulary.

1. The Advantages of Teaching Vocabulary Using Pictures

The use of picture in language teaching, especially in teaching vocabulary is very helpful to the students or to the teacher. With pictures, the students can acquire the meaning of the word easily and pictures are very inexpensive and simple material that can be used by the teacher. Therefore, it can be used effectively in teaching English vocabulary. Many word meaning on the English vocabulary cannot be explained clearly by the teacher, but the picture can do it. According to Harmer, teachers also draw pictures to help with the explanation and language work.²⁰

The students will be more interested in learning vocabulary using pictures. The students can develop their motivation and interest. Pictures do not only help the students understand, but also to remember because the memory of a picture is much longer than a word. It was based on the Ruth is statement that our memory for visual images is extremely reliable and there is a little doubt that objects and pictures can

²⁰ Harmer, Jeremy, *The Practice Of English Language Teaching*, Longman P. 134

facilitate memory. The teaching vocabulary using picture is also to avoid a boring situation.²¹

According to Ernestova the advantages of using pictures are:

- a. Pictures provide the necessary variety; they are popular and foster a high degree of interest.
- b. The picture can be used to give the students of English as a foreign language an opportunity to practice the language in real context or situation that they can use English to communicate their ideas.
- c. Pictures increase students' motivation and provide useful practice material as well as test material.²²

2. The Procedure in Teaching Vocabulary Using Pictures

According to Suyanto, K. E in simplicity, teaching vocabulary can be done through four steps. They are:

- a. Introducing: teacher introducing new vocabulary with clearly and truly sounds, use pictures or real objects.
- b. Modeling: teacher gives an example with action as a model.
- c. Practicing: teacher practices the students to copy and to practice the teacher's say.
- d. Applying: students apply in the real situation is under teacher's control.²³

²¹ Ibid, Ruth, Gairns. P. 92

²² Ernestora, Marie.1981. *How To Use Ready Made Picture*. English Teaching Forum. Vol XIX no.4

3. Criteria for suitable pictures for teaching vocabulary

In using pictures in teaching English vocabulary, the teacher can easily find a lot of pictures on the internet, magazine and newspaper, the teacher should be selective which pictures are the best and the most appropriate to be used. It is aimed to help the students not only catch the meaning of pictures but also they can interpret the meaning of vocabulary easily. In choosing pleasant, proper and educational pictures, many things have to be taken into consideration. The following is some criteria that the researcher used to determine good and suitable pictures for the seventh grade junior high school:

- a) The picture has to be as easy as possible and simple to be used or to be manipulated. It means that simple pictures will make students understand what the teacher wants to tell from the pictures.
- b) Pictures should be large enough for all students in the classroom to see them clearly. The pictures used should not be too small for all the students to see, even for those who sit in the back rows. When the pictures were too small it can drive wrong interpretation.

²³ K,E, Suyanto. 2007. *English for Young Learner*. Jakarta: PT. Bumi Aksara. P.48

- c) Pictures have to be suitable for the students' characteristics and their age. It means that the pictures should be educative and appropriate for the students being taught.²⁴

4. Types of Pictures in Vocabulary Teaching

According to Andrew, there are many kinds of pictures to be used in teaching vocabulary, here are various types of pictures:

a) Picture of Single Object

The picture of single object is the picture containing the object that showed only one character and followed many of explanation of the single object that refer to the object, it is aimed that the learner can easy to understand and mention the unfamiliar word meaning because they only focus on the one object, the example of the picture of single object are: *Food*: appearance; naming; preferences; comparing foods of the same type; "countable and uncountable"; cost; origin; containers; weight; how to cook; good or bad for health. *Cars*: naming the manufacturer; country of manufacture; performance; appropriate for difference kinds of people; appearance; cost; comparisons. *Animals*: appearance;

²⁴ M. Luthfi Ariyanto "The Influence of Using Pictures in Mastering Vocabulary at The First Grade of Vacation School (SMK) of Semen Gresik" (state institute for islamics studies Sunan Ampel Surabaya, non publik skripsi 2009)

naming; habitat; characteristics; rarity; relationship with people; comparisons.²⁵

b) Picture of Several People

On the pictures of the several people elaborate the kind of pictures that consist of more than one object/character. It is usually mentioned in the pictures that showed the people or the object conducting the communication activity. Students imagine what the people might be saying and thinking. There is often an opportunity to discuss an aspect of register and function according to the nature of the people, their apparent relationship and the setting they are in. This picture can increase the students' creativity and their imagination to understand the meaning of word and they also learn the attitude on the everyday communication that is the way the people saying to the others.²⁶

c) Pictures of Places

Pictures of places might include: home or abroad; landscape; town-escape; single building; views. That consist of the places or we can ask the question where the picture was taken.²⁷

²⁵ Ibid Andrew P. 193

²⁶ Ibid, Andrew P. 197

²⁷ Ibid, Andrew P. 198

d) Pictures of History

Pictures illustrating scenes, costumes and object from history that can be used like other pictures, but have the additional quality of inviting the use of past tense forms. They can be used in personal evolution: would you like to have lived then.²⁸

There are several pictures that can be selected for teaching vocabulary. each picture, describes the certain situation on reading passages. Using of several and suitable pictures is to be expected to motivate the students to learn English and understand the meaning correctly.

E. TEACHING VOCABULARY THROUGH GUESSING WORD FROM CONTEXT

One of the most efficient ways to increase vocabulary is to do lots and lots of reading. The more we read, the more word meaning we learn when reading is to figure it out through thoughtful use context.²⁹ Guessing new word meaning from context is one of the techniques that can be used in teaching vocabulary in reading passages. Michael McCharty and Felicity O'dell suggested that when you read or listen to English, it is sometimes possible to guess the meaning of the word you don't know before you look up or ask its meaning. Decide first what part of speech the word is and then look

²⁸ Wright, Andrew, 2004, *Picture For Language Learning*, Cambridge University press. United Kingdom. P. 193

²⁹ Duffy, Gerald G, 2009, *Explaining Reading : A Resource For Teaching Concepts, Skills And Strategy, Second Edition*, the Guilford press. New York. P. 85

for clues in its context or form.³⁰ There are some elements that must be considered by students to make suitable guessing for reading context:

1. Word Part Clues

Word part clues are meaningful parts of words (morphemes) that a reader can identify and then assemble to derive the meaning of a previously unfamiliar word. Instruction in the word-part clues typically involve teaching root or base word, prefixes and suffixes. Root word is a single word that cannot be broken into smaller words or word part the example with the *root word* is **creed** it means *believe* become **credible**. **Prefix** is a word part added to the beginning with a word that changes its meaning. The example of the *prefixes* is **mono** it means *one* become **a monologue**. **Suffix** is a word part added at the end with a word that changes its meaning the example of the *suffix* is **able** it means *able to be* become **manageable**.³¹

2. Context Clues

Context clue involve the linguistic (e.g., words, phrases, sentences) and nonlinguistic information (e.g., illustrations, typographic features) available surrounding an unfamiliar word, which a reader can use to infer

³⁰ McCarthy, Michael and O'dell, Felicity. 1994 *English Vocabulary In Use, Upper-Intermediate & Advanced*, Cambridge University Press, United Kingdom. P. 3

³¹ H. Hilbert, Elfrieda and L. Kamil, Michael, 2005, *Teaching and Learning Vocabulary: Bringing Research to Practice*, Lawrence Erlbaum Associates, USA. P. 184

the word's meaning. Instruction in context clues typically involves teaching students to use linguistic information to predict the meaning for a word.³²

Students often use context clues to determine the word meaning. However, when the students unsuccessful in using context clues because they lack of vocabulary to figuring out the unusual word. With the result that it is necessary, the way or strategies to help a student in increasing the students' ability of the context clues in order to the students knew the meaning of the unfamiliar word. The researcher will discuss the specific clues that they should look for in the text, there are:

a. Definition

On the context clues, the definition has the important thing to know the meaning for the word, by estimating the word meaning through the term of sentences. It is helpful in knowing the vocabulary meaning.³³

b. Signal words

Certain word or phrase may be used to as the signal from the reader that a word or a term is about to be explained or that example will be presented. For example, when the word followed by

³² H. Hilbert, Elfrieda and L. Kamil, Michael, 2005, *Teaching and Learning Vocabulary: Bringing Research to Practice*, Lawrence Erlbaum Associates, USA. P. 184

³³ Richardson S.Judy, Morgan F. Raymond, Fleener, Charlene. 2006.*Reading to Learn in The Content Area*, Wadsworth Cengage Learning. P.308

for example, such as, especially, as, especially etc. is reflected on the word to be explained.³⁴

c. Direct explanation

Often authors provide an explanation of an unfamiliar term that is being introduced. This technique is used frequently in difficult technical writing. For example “Joe was *social being*, whose thoughts and behaviors were strongly influenced by the people and think around him”³⁵

d. Synonyms

Synonym is a word with has the similar or same meaning with the other word. The synonymous word helps the student in determining the unfamiliar word. The synonymous word, it can be found within the text if the author gives the reader an explanation or definition.³⁶

e. Antonym

Antonym is the word with has the contradiction or the opposite meaning with the other word. Usually, when we found on the text, the antonymous word often followed by the opposite word, for example, *Man and Woman, Brother and Sister and Father and*

³⁴ Ibid *Reading to Learn in The Content Area*. P. 308

³⁵ Ibid P. 308

³⁶ Ibid P. 308

Mother. They cannot be graded (gradable antonyms below) and if one of the pair is applicable, then the other cannot be mutually exclusive: if a human being or animal is male, then clearly it cannot be female.³⁷

f. Inferences

Inferences is the activity of students to infer the meaning of an unfamiliar word from the mood and the tone of the word's selection. It means that the meaning must be deduced through a combination of the author's used of mood, tone and an imagery and the reader's background knowledge and experience.³⁸

From the explanation above, it is to be expected that the students can figure out the meaning of the unfamiliar word, they also can identify the unknown word by analyzing the word part and the context clues that especially easy to be found in the reading passages.

As nation has identified quoted by Schmitt, Guessing Word from Context as one of the three principal strategies for handling low frequency vocabulary. However, we now know, which conferencing is a complicated process, and we cannot assume which learners will automatically be successful. in addition to needing to know enough

³⁷ Gairns, Ruth and Redman Stuart, 1986. *Working with Word (A Guide To Teaching And Learning Vocabulary)*, 1986, Cambridge University Press. P. 24

³⁸ Richardson S. Judy, Morgan F. Raymond, Fleener, Charlene. 2006. *Reading to Learn in The Content Area*, Wadsworth Cengage Learning. P. 309

of the words in text extensive research has highlighted a number of other factors, which affect the likelihood of internecine success.³⁹

In conducting the strategy of guessing words from context. It is a necessary to build relationship between the context and the reader. The context must be rich enough to offer adequate clues, if the reader tries to understand the context. They have to know the background on the topic, and the culture being discussed within the context. For the readers, they have to specify the clues. It is better when the reader found the word with the same orthographic and phonology with the word that they have learned, they do not regard it as with the same meaning. They have to read the complete sentences first, so they can decide the correct meaning.⁴⁰

F. PROCEDURES ON TEACHING VOCABULARY THROUGH GUESSING THE WORD FROM CONTEXT

There are some procedures that can be followed by learner in conducting the techniques of guessing word from context. The procedure of the techniques of guessing word from context. Aim to help the learner find the meaning of the unfamiliar word, it is very important to follow the procedure to decrease the wrong guessing. According to the Schmitt, there are five steps on conducting the technique of guessing word from context:⁴¹

³⁹ Ibid schmit, Nobert P.152

⁴⁰ Ibid Schmit, Norbert P.153

⁴¹ Ibid Schmitt P. 155

Step 1: the students have to look at the unknown word and decides its part of speech, is it a noun, a verb, an adjective or an adverb. If they have known the part of speech of the word, the part of speech of the word drive the students on the meaning of the unfamiliar word or context means.

Step 2: the student has to look at the clues or sentence containing the unfamiliar word. If the unknown word is a noun, what adjective describe it? What verb is it near? What does this noun do, and what is done to it? If the unknown word is a verb, what noun does it go with? Is it modified by an adverb? If it is an adjective? What noun does it go with? If it is an adverb? What verb is it modifying?

Step 3: the students have to look for the relationship between the clause or sentence containing the unknown word and the other sentences or paragraphs, sometimes this relationship will be signaled by a conjunction such as but because, if, when, or by an adverb such as, however, as a result, often there will be no signal, the possible type of relationship includes cause and effect, contrast, inclusion, time, exemplification and summary.

Step 4: the students have to use the knowledge that they have gained, from 1-3 guessing the meaning for the word. It is cannot be denied that the mastery of students vocabulary much influence on conducting the technique of guessing word from context. The more the student mastering vocabulary the students can do the techniques in easiest way.

Step 5: check that your guess is correct.

- See the part of speech of your guess is the same as the part of speech of the unknown words. If it is different, then something is wrong with your guess.
- Replace the unknown word with your guess. If the sentence makes sense, your guess is probably correct.
- Break the unknown word into its prefix, root and suffix, if possible. If we found the meaning of the prefix and root, correspond to your goals, good. If we found not, look at your guess again. However, do not change anything if you feel reasonably certain about your guess using the context.

G. REVIEW OF PREVIOUS STUDY

To avoid plagiarism, it was important to the writer to show some review of previous studies. Here are some studies that have been applied and related to teaching vocabulary. There are some previous researches about how to increase student's vocabulary.

The first was written by ZahrotulIlmiyah, entitled "The Improving Vocabulary Mastery Through Reading Folk tales to The Eight Grades Students of SMP NEGERI 2 Sidayu". She used the Guessing Word from Context as the technique, and she described the media used namely folktales. She described that folktales were easy to be understood. The sentence structures used in folktales were simple enough and were fun for teaching. Many types of folktales were entertaining, giving enjoyment for a class assignment. Most of the students have found memories of stories and rhymes, but she did not

mention the satisfactory explanation about the guessing word from context. The differences between this research and my research is that this research emphasize the media that is used. She did not emphasize the implementation of the technique of using guessing word from context in some of the narrative text. Her research used narrative text, while my research used descriptive text.⁴²

The second was written by M. Luthfi Hariyanto entitled “The Influence of Using Picture in Mastering Vocabulary at The First Grades of The Vocational School of Semen Gresik” this research described Pictures as a visual aid that would make the students interested in teaching learning English. It also helped the students to understand the teacher's explanation clearly because the students could see understand the meaning from the object. Actually there are no significant differences in using picture of this research and my research. the differences we can find is that the media used in this research reflected the technique of using pictures. However, in my research the pictures are used as the visualization of the clue in reading the text. It is used as the comparison from the technique guessing word from the context that used the same media.⁴³

The fourth research was written by Wirman Kantaprawira entitled “A Comparative Analysis of The Textbook Used for First Year Students of SMPN 1 Sakra Timur and MTS. Nw Menceh Academic Year 2008/2009.”

⁴² Zahrotulilmiah, *Improving Vocabulary Mastery Trough Reading Folktales To The Eight Grade Students Of Smpnegeri 2 Sidayu*, unpublished s-1 (Surabaya: IAIN SunanAmpel, 2010)

⁴³ Hariyanto, M Lutfhi, *Influence Of Using Picture In Mastering Vocabulary At The First Grades Of The Vocational School Of Semen Gresik*, unpublished s-1 (Surabaya: IAIN SunanAmpel, 2009)

This research investigates the textbooks used in urban school and suburban school because he argued that, at that time the societies always interpret that urban school is better than the suburban school. He wanted to know the text book used in both schools had the significant difference or not. The differences between this research and my research is that this research have certain or the same media used for the different classes in the different school. However, my research, used the different techniques on the seventh grade students on the different classes.⁴⁴

⁴⁴ Retrived on 17 December 2013 <http://wirmanvalkinz.blogspot.com/2012/12/kumpulan-skripsi-bahasa-inggris.html>.