CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Importance of Vocabulary for Language Learning

In foreign language teaching, vocabulary has for a long time been a neglected area. Pride of place has been given to 'structures' or, latterly, 'functions'. Course books have provided little guidance other than word list, so that apart from turning to the specialized supplementary material, such as dictionary workbooks, teachers have been hard put to satisfy their students 'demand for words'. Happily, this situation no longer obtains, and many of the newer course books include word study sections.

There are many contexts in which we may wish to minimize structural content and spend the greater part of our teaching time on lexis. For example, where students are learning the target language in the country in which that language is spoken, errors in syntax can be expected to disappear with time, and consequently more class time can be spent on vocabulary enrichment. ¹⁰

Other statements about the important of vocabulary based on article (quoted from Stahl, Steven A. Vocabulary Development. Cambridge: Brookline

¹⁰ Linda Taylor, Teaching and Learning Vocabulary, page. 1

Books, 1999. p.3. "The Cognitive Foundations of Learning to Read: A Framework", Southwest Educational Development Laboratory, p.14)

- a) An extensive vocabulary aids expressions and communication
- b) Vocabulary size has been directly linked to reading comprehension
- c) Linguistic vocabulary is synonymous with thinking vocabulary
- d) A person may be judged by others based on his or her vocabulary

Vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary. While vocabulary is largely a collection of items, grammar is a system of rules. Since one rule can generate a great many sentences, the teaching of grammar is considered to be more productive. 11

When studying in English, the students will be required to read texts, write essays, respond to exam questions, and participate in class discussions. The English used in academic environments differs somewhat from the English students hear in informal social situation. A key component of academic style is the use of academic vocabulary. By focusing their vocabulary study on words that occur frequently in academic context, the students will be able to develop their own academic style and achieve academic success. 12

Scott Thorn bury, How To Teach Vocabulary, page. 13-14
 Diane Schmitt and Norbert Schmitt, Focus on Vocabulary, page. X

Although the students will encounter most new academic vocabulary when they read, they will also need to be able to use those words when they speak, listen, and write. In order to use academic words effectively in their oral and written work, they must know more than simple word meanings. They must expand their knowledge of a word so that they know which meaning fits a particular context. They must learn which word form to use (in example, a noun or a verb) in a specific sentence. In addition, they must learn how to combine academic words with other words to form commonly used collocations. Many elements of word knowledge are required in order to choose the best word for a particular situation.

B. Vocabulary Teaching

Traditionally, the teaching of vocabulary above elementary levels was mostly incidental, limited to presenting new items as they appeared in reading or sometimes listening texts. This indirect teaching of vocabulary assumes that vocabulary expansion will happen through the practice of other language skills, which has been proved not enough to ensure vocabulary expansion.

Nowadays it is widely accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis. Some authors, led by Lewis (1993) argue that vocabulary should be at the centre of language teaching, because 'language consist of grammaticalised lexis, not lexicalized grammar'. 13

There is several aspect of lexis that needs to be taken into account when teaching vocabulary.

The list below is based on the work of Gains and Redman (1986):

- Boundaries between conceptual meanings: knowing not only what lexis
 refers to, but also where the boundaries are that separate it from words of
 related meaning (e.g. cup, mug, and bowl).
- 2. Polysemy: distinguishing between the various meaning of a single word from with several and closely related meanings (head: of a person, of a pin, of an organization).
- 3. Homonymy: distinguishing between the various meaning of a single word from several meanings which are NOT closely related (e.g. a file: used to put papers in or a tool).
- 4. Homophony: understanding words that have the same pronunciation but different spellings and meanings (e.g. flour, flower).

¹³ Solange Morass, 2001, adopted from A Lexical Approach Article, *Teaching Vocabulary to Advanced Students*

- 5. Synonymy: distinguishing between the different shades of meaning that synonymous words have (e.g. extends, increase, expand).
- 6. Affective meaning: distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speakers attitude or the situation. Socio-cultural associations of lexical items are another important factor.
- 7. Style, register, dialect: being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as different in geographical variation.
- 8. Translation: awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).
- 9. Chunks of language: multi-word verbs, idioms, strong and weak collocations, lexical phrases.
- 10. Grammar of vocabulary: learning the rules that enable students to build up different forms of the word or even different words from that word (e.g. sleep, slept, sleeping; able, unable, disability).
- 11. Pronunciation: ability to recognize and reproduce items in speech.

The implication of the aspect just mentioned in teaching is that the goal of vocabulary teaching must be more than simply covering a certain number of words on a word list. We must use teaching techniques that can help realize this global concept of what it means to know a lexical item. And we must also go beyond that, giving learner opportunities to use the items learnt and also helping them to use effective written storage systems.

C. Types Of Vocabulary

There are some types of vocabulary:14

1. Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is largest type of vocabulary simply because it includes the other three.

2. Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

¹⁴. Clarence L. Barnhart, 1968, adopted from Thorndike-Barnhart, *The World Book Dictionary*

3. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

4. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional- may be compensated by facial expressions, tone of voice, or hand gestures.

D. Vocabulary Mastery

Once a student has mastered the fundamental grammatical patterns of a language, his next task is to master its vocabulary – or at least that part of its vocabulary that he needs. Nobody ever learns all the words in any language. We know and use the words that suit our particular purpose, and we continue to learn new words as long as we live.¹⁵

One of the most effective ways to control your learning of new words is to keep a vocabulary notebook. Keeping a vocabulary notebook can helpful to anyone who is conscientiously trying to improve his vocabulary. The act of entering, defining, and illustrating words is a formal, thoughtful discipline that

¹⁵ Collier-Macmillan Limited, The Key To English Vocabulary, page. 1

aids the understanding and memory. The notebook is a record of study, an index to past learning, and guide to future learning¹⁶

As you come across new words in your reading, or as you hear them spoken in conversations, and soon, note them in your book. Look them in your dictionary and copy down a brief definition for each; you may use definition in English as well as in your native language. It is always good idea to put down an example of the way the word was used. It can make you become a master of vocabulary.

E. Techniques of Teaching Vocabulary

To study about vocabulary easily, found some strategies in teaching vocabulary. Such as: 17

1. Contextualization

This means putting new vocabulary words into sentence to help you remember them and to test if you are using them correctly. You can use these sentences when talking to English – speaker to see if they understand, you can write these sentence in your learner portfolio for the tutors to see, or you can e-mail the tutors and ask them to check these words in your sentence. The most independent way are talking to an English speaker and searching the internet to find examples of the words being used in sentences?

¹⁶ Cedric Gale, Building An Effective Vocabulary, page. 20

¹⁷ Adopted from http://elc.polyu.edu.hk/CiLL/vocabula.htm

2. Elaboration

This means relating new information to information you already know. For example, if you know the meaning of "information", it is easy to remember that the verb is "to inform", and that "informative" is an adjective, and that "an informant" is someone who gives information.

3. Inference

This means that using available information to predict or guess the meanings of; e.g. new vocabulary items. For example, if you that you are reading about football and you know that a field is often a large area covered in grass, then you can guess that a football field is a large, grassy area for playing football.

4. Translation

You can read a story in a newspaper in your own language first, and then read the same story in an English Newspaper. Most of the story will probably be the same, so the story in your own language will help you to prepare for reading in English. For example, it will be giving you vocabulary, and when you read the English story and there are some vocabularies that you don't know then you can use your knowledge of the story to guess what the new vocabulary is.

5. Personalization

You can write down why the vocabulary item (i.e. the word or phrase) is important to you, where you first saw it, and when you used it, for example, you may have heard the item in a movie you liked, and used the item when you talked about the movie with your friends.

6. Keeping your own dictionary / vocabulary book

Writing entries for the dictionary will help you to learn words, and using your own dictionary can be faster than a normal dictionary.

7. Grouping

You can group words into different areas, such as words in the different courses you study. For example, business students could group vocabulary items into marketing vocabulary, accounting, and human resource vocabulary.

F. Vocabulary Grouping Technique

"You can group words into different areas, such as words in the different courses you study. For example, business students could group vocabulary items into marketing vocabulary, accounting, and human resource vocabulary". 18

If the students are to read with understanding and enjoyment, they must develop their vocabularies. Of course, but the teacher can speed up

¹⁸Adopted from http://elc.polyu.edu.hk/CiLL/vocabula.htm

vocabulary growth by involving students in discovering and comprehending words and the ideas they convey. One especially useful technique for doing that is categorization or grouping vocabulary. This technique improves prediction and problem — solving skills, but more importantly, it helps students find some sense and order in their own experiences.

It is some examples vocabularies in grouping. The students must able to find some vocabularies randomly based on types.







Farm Animals

Kids

Men's Clothing

Woman's Clothing

Birds

African Animals

Pets

Mammals

Coloring cloths

Insects

Family

Father and mother

Reptiles & Amphibians

Babies

Sea Animals



Clothing

- · Men's Clothing
- · Woman's Clothing
- Coloring cloths



- Family
- **Babies**
- Kids
- Father and mother
- · Farm Animals
- Pets
- Insects
- Birds



Animals

- Mammals
- Reptiles & Amphibians
- African Animals
- · Sea Animals

G. Memorization

Vocabulary building is very beneficial, but it can be very difficult to memorize new vocabulary words. Vocabulary is difficult to memorize because it can be very abstract and there is often little connection between the word and its meaning. While the connection between the vocabulary word and the meaning does not exist in reality, it is formed in your head. There are some good ways to make memorizing vocabulary easier.

First and foremost, you should understand that vocabulary can't always be understood just from a dictionary definition. In order to really understand a new vocabulary word, you need to know how to use it in a variety of contexts. Just knowing a vocabulary word enough to recognize it later on is not sufficient enough to memorize it. You really need to know what the vocabulary word sounds like and how it is spelled.

You must know the vocabulary word visually and phonetically. For the visual part of the vocabulary word look at the spelling, close your eyes and say the spelling out loud, then open your eyes and check that you spelled it correctly. For the phonetic part of the vocabulary word read the vocabulary word, look away from the page and say it out loud, then check that you have said the

vocabulary correctly. If you can learn the vocabulary word both visually and phonetically, you know the vocabulary word really well.

Once you know the vocabulary word really well, you need to connect that vocabulary word to what you already know. You need to turn the vocabulary word into a memorable image in your imagination. Consider what the new vocabulary word reminds you of that can be easily visualized. Try to pick the first thing that comes into your head because when you re-encounter the vocabulary word you're likely to think the same way again.

It's a simple concept but it may take a while to master. Some vocabulary is going to be more difficult to translate into an image than other vocabulary words. It can be done with any vocabulary word however. The more you practice, the more you'll improve, and the easier it will get to memorize new vocabulary. 19

¹⁹ Adopted from http://www.wordsmart.com/articles/Memorizing-Vocabulary-Words/