

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher discusses the definition of vocabulary, selection of vocabulary, vocabulary building, vocabulary in learning English as a foreign language, teaching vocabulary, the nature of writing, some aspects in writing, writing ability, and teaching writing.

A. Definition of Vocabulary

Vocabulary is one of the English language components that has important function to help their ability in English language skills. According to Richard and Rodgers, vocabulary is one of the most important aspects of foreign language learning.²

According to Burton, Vocabulary is needed by people to understand the meaning of the words and help them to express the ideas clearly.³ Beside that according to Webster, vocabulary means a list collection of the word or phrase of language. Branch of science, or the likely usually arranged in alphabetical order and defined any collection or symbols which are consisting a means or system non verbal communication.

From the statement above, the researcher can infer that vocabulary is very important in language learning. Because vocabulary is one of the subject learning in English language, it means that he deals with the vocabulary. He will find

² Hornby , *Oxford University Advanced Learner's Dictionary* : (London: oxford university press, 1984),21.

³ Burton *Mastering English Language* :(Hongkong : The Macmillan Press, 1982),98.

vocabulary when he is studying reading structure, dialogue and pronunciation. There is always word list, footnotes on reading and word exercises.

A student who lacks vocabulary will find difficulties in the language learning process and has little chance to be successful in developing the language skills. According to Nunan Vocabulary is essential for successful second language, and an extensive vocabulary will not be able to use for the structure and it have many functions because it learned for students listening comprehension, writing and reading abilities. In other words, vocabulary is the key to be successful in increasing the language skills.⁴

Vocabulary mastery is very important because it helps the writer to write a composition and it has not large number of word for communication purpose. The students can learn step by step and it does not learn directly. According to Sisk Lewis, We never stop in getting vocabulary in order to increasing our knowledge in English language, as far as we learn more words that we have, we can prove our English well.

We know that vocabulary is one of the significant components of language, or many foreign language learning. In vocabulary learning not only has a close relationship with language learning of the learners but also the fact that it helps a great deal in improving our ability.

⁴ Nunan David, *Language Testing Methodology*: (New York: University press, 1998), 91.

B. Selection of Vocabulary

According to Harmer,⁵ one problem of teaching is how to select what words to teach. Dictionaries for upper intermediate students frequently have 55.000 words or more and there may be many meanings for a word and they present a small fraction of all the possible words in a language.

Principles for teaching vocabulary consist of:

- a) Focus on the most useful vocabulary first.

Some words can be used in a wide variety of circumstances. Others have more limited use. Teaching useful vocabulary before less useful vocabulary gives learners the best return for their learning effort. The most useful is vocabulary that every English language learner needs whether they use the language for listening, speaking, reading, or writing, or whether they use the language in formal and informal situations.

- a) Focus on the vocabulary in the most appropriate way

The first principle looked at what words to teach and learn. This principle looks at how they should be taught and learned. Learning how to use a dictionary well is another important strategy in which many learners require training and practice.

- b) Give attention to the high frequency words across the four strands of a course.

⁵ Jeremy Harmer. *The Practice of English Language Teaching* : (Toronto: Cambridge university press, 1998), 80.

High frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading, and writing.

From the statement above the researcher could underline that word frequency is an important factor in vocabulary selection. The teacher can decide which words he or she should teach on the basis how frequently they are used of the language. The words which are most commonly used that should teach first. So the frequency of word measure how often a particular word is used in a passage or text.

C. Vocabulary Building

There are many techniques to teach vocabulary. According to Archibald as quoted by Utami that there are twelve ways to develop vocabulary mastery, Among others are idiom, synonym, antonym, and derivational word.

- Idiom means phrase or sentence which meaning is not obvious through knowledge of the individual meaning learnt as whole.
- synonym means word which has similar meaning as another. Synonym is necessary for a writer because it is a part of vocabulary.
- Anonym means word that is contrary in meaning to another in difference language.
- Derivational word is a word which undergoes changing from its root or system when affixes are added.⁶

⁶ Byrne ,Donn. *English Teaching Perspective*: (singapore: Longman, 1987), 45.

Here are ways in which we can help the learner understand the meaning of a word by using different approach, they are divided into three kinds, namely demonstration, pictures, and explanation.⁷

- Demonstration, by showing an object or a cutout figure, by gestures (acts, mimes movement of the body are also of a great help to teach a new word), by performing an action.
- Pictures, using photograph, blackboard, drawings, and charts that can be used to explain the meaning of the items.
- Explanation, by covering description, giving synonym or opposite, putting the word into a defining context and translation.

D. Vocabulary in Learning English as a Foreign Language

The vocabulary is needed for production in learning English as a foreign language is different from that needed for recognition. According to Heaton, productive skill is strategies that use by people to retrieve the words from memory and than using those words in appropriate situation.⁸ This productive skill employs active vocabulary, namely words that the student, can pronounce correctly and use them in speaking and writing. While recognition or receptive skill, vocabulary is strategies that used by people to inquire the information and understand in appropriate situation. This receptive skill employs passive vocabulary, that is words that the students recognize and understand when they

⁷ Longman group limited, *teaching vocabulary* :(Singapore: Longman group ltd, 1985), 81.

⁸ Heaton. J.B *Writing English Language Test*: (New York: Harlow Longman group ltd:1988).33

occur in a context but which he cannot produce them correctly. The recognition skill is used in reading and listening.

From the statement above, it can be concluded that the ranges of vocabulary items to be mastered between the two levels are different. In the production level student are able to select any phrases written their range of vocabulary to replace a word or vocabulary that they do not know. On the other hand, in the recognition level they are forced to know all the words they read in order to communicate smoothly.

E. Teaching Vocabulary

Because teaching vocabulary is not merely a matter of teaching words in isolation, the teacher should teach vocabulary through context, meaning, putting the intended words into sentences, command, situational and practices. That ways make the student easier to understand or memorize the vocabulary. According to Hammer this is more important than just presenting new words.⁹

However as good facilitator and coordinator, the teacher should be able to make learning process easy, enjoyable and interesting to the students. The teacher should enrich his knowledge about the way or technique how to teach vocabulary.

In teaching vocabulary, the teacher uses some techniques in teaching vocabulary. Like the statement above that the purpose of using some techniques is to make the learning process easily, enjoyable and interesting. There are some techniques which can be learned by a teacher. They are: Realia, picture, Enumeration, and explanation.

⁹ Jeremy harmer. *The Practice Of English Language Teaching*: (London: McGraw Hill, 1991), 25.

Realia means "real object" or "model of real object". Realia can be used to teach the meaning of English word, by showing or introducing them to the students and the same time teacher names them in English. For example: The teacher comes to the blackboard and says "it is a blackboard." Then he asks the students, "What is it?" The students will be easy to memorize this word.

Picture means composition which also useful way of activating known vocabulary is means by making sentences that related to the picture. For example: The contrast of "thick" is "thin". It is clear if it is used in the sentence, like this. This book is thick but that book is thin.

Enumeration means counting or reciting numbers or a numbered list. It means that the word "vegetable" is a difficult word to explain visually. If the teacher rapidly lists or enumerates a number of vegetables the meaning will be clear. The same is true of a word like "clothes". For example: Teacher explains that cabbage, carrot, spinach, is the family of vegetables.

Explanation means that the meaning vocabulary items can be extremely difficult just as grammatical explanation, if giving such explanation includes information about when the items can be used. For example: Please explain what the hospital is! Hospital is the place for caring sick people.

F. The Nature of Writing

According to Oshima that defines writing is a process. These means that a piece of writing is never complete: that is, it is always possible to review and revise, and review and revise again. The writing process is the means by which

one discovers what he wants to one's natural thinking process, the writing process will enable him to call up ideas and is expressed in written language.

As a result, it can be underlined that the students are allowed to write freely. They organize their own word or thought and experience by using their own word. But it is difficult to be done without being practiced in times. It needs review and revise again, because to express ideas will not easily come into his head, and he sits starting at his blank paper. It is important for a writer to learn the stages or the process of writing.

G. Some Aspects in Writing

Writing is a combination of process and product, the process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. There are some aspects is useful to young writers and young learners need to know. It consists of Vocabulary and Structure.

A. Vocabulary

Studying vocabulary here is concerned with the basic methods for mastering new words before writing. The students should know or understand about the importance aspects of vocabulary before they write. In with this, Charles C. Fries, sated the important aspects of vocabulary as follows:

In dealing with vocabulary we should take into account three important aspects of words: they are form, meaning, distribution and we should consider the various kinds of classes of words in the operation of language. These things are particularly important when one learns the vocabulary of a foreign language since

the form, meaning and distribution and classification of words are different languages.

From the quotation above. The writer can conclude that vocabulary is one of the language components which should be known and understood by the students, who know less English vocabulary. Otherwise, they will get some difficulties in their writing. They should understand the three aspects as stated by Charles in order to be able to write well.

B. Structure

Structure is also one of the language components that must be known and understood by the students. According to David, they should understand the sentence pattern: the word form etc. if they want to be able to write well.¹⁰

“The unfettered writing process approach has been just as artificial as the traditional high school research paper writing without structure, accomplishes as little as writing among structure... (Students) need structure, According to David, they need models to practice, they need to improve even mechanical skills and they still need time to think through their ideas, to revise them and to write for real audiences and real purposes”.¹¹

From the statement the above the writer can conclude that structure is one of important aspect should be understood by the student beside vocabulary because they know or read many models of structure to practice in their writing. After revising it. The student can decide what good structure is or appropriate that they used in developing their writing.

¹⁰ Nunan David, *Language Testing Methodology* : (Toronto: Cambridge university press, 1998),89.

¹¹ Ibid,91.

H. Writing Ability

The writing ability is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. There are five main areas based on Heaton.¹²

- language use : the ability to write correct and appropriate Sentences.
- Mechanical Skills : The Ability to Use Correctly Those Conventions Peculiar to the Written language e.g. punctuation, spelling.
- Treatment of content : the ability to think creatively and develop Stylistic Thoughts, excluding all irrelevant information.
- skills : the ability to manipulate sentences and paragraphs
- Judgment skills : the ability to write in an appropriate manner for a Particular purpose with a particular audience in mind.

I. Teaching Writing

Writing skill is obtained from the implementation of integrated continuing process. During the process some subsequent skills are targeted. According to Olson as quoted by Winarto, the writing process divides into three stages. Namely pre writing, and post writing.¹³

¹² McGraw. Hill. *Practical English Language Teaching First Edition*: (New York: McGraw Companies Inc, 2003), 43.

¹³ Frisby, a. w. *Notes On Teaching English Overseas*: (London: Longman group ltd, 1970), 61.

- Pre writing consists of all activities done by the writer in the process of writing before writing the rough draft.

In this process the students are expected to be able to: Generate the ideas, Explore the subjects, Focus on a topic, Form a main idea, Develop main idea by making an outline.

- Writing is time to write the rough draft.

In writing the rough draft the students are expected to be able to: write the thesis statement, Develop the thesis statement, Write an introductory Consider unity and coherence aspects in writing.

- Post writing is all activities done by the writer in the process of writing after writing the rough draft.
- The thesis statement, Topic sentences, Supporting details, some important aspects, such as: contents, vocabulary, organization, and etc.

Knowing the intended process and subsequent skill targeted in each process, a teacher should manage his or her classes in such a way that enable the students to obtain the expected writing skill.

J. Previous Studies

This thesis is has previous study with the last thesis but different object and skill, the researcher adapted this thesis to make reference for the researcher. The writer of the last thesis as reference is *Fitri zuliani 9322017.99* the graduated nine years ago, and her thesis is *The Correlation between Vocabulary and Writing Ability of MAN 3 Kediri*. The result from the researcher in data analysis is the reliability coefficient of the test is 0.715 and the validity of the test is 0.615. The

result of the correlation coefficient of vocabulary and writing (r_{xy} : 0.615) is higher than the value of the table (r_t : 0, 2) at the level significance of 0.05 or 5%. It means that the alternative hypothesis (H_a) stating that there is a positive correlation between vocabularies and writing ability based on (cc). The correlation is average. The description of positive correlation in this research is that the increase or decrease of the students' achievement on vocabulary will be followed by the increase or decrease of the students' achievement on writing.