

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter reviews an important literature related to this study. It consists of the nature of vocabulary, the importance of teaching vocabulary, principles of teaching vocabulary, the way of increasing English vocabulary, and the importance of using discussion approach in teaching vocabulary.

#### A. The Nature of Vocabulary

Vocabulary is the collection of words that an individual knows. Without sufficient vocabulary, one cannot communicate effectively or express the ideas in both oral and written form. They do not know how to enrich their vocabulary.

Vocabulary is more than words. A person's vocabulary certainly consists of word and meaning. Vocabulary is the collection of words that an individual knows. Pawley and Sydersaid:

*"Words are the written representation, but the group of words like absolutely fantastic, at once can be said as vocabulary. If learners want to use language fluently and want to sound like native speakers, they need to be able to put words together quickly in typical combinations".<sup>1</sup>*

It means that vocabulary is basic component of language. Students who master larger vocabularies will have a greater chance to improve their writing, reading, speaking, and listening skill. They will be enjoying dealing with English

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<sup>1</sup> David Nunan. *Practical English language Teaching*. (New York:McGraw.Hill.1990)130

material. In contrast, one who does not master the vocabulary well will get bored and stressed to deal with English material.

### **B. The Importance of Teaching Vocabulary**

Vocabulary is very important in language learning because vocabulary is the most fundamental thing in language learning. So everyone who learned a new language has to know vocabulary first. It means that they deal with the vocabularies. They will find vocabulary when they are studying reading, pronunciation, structure, and making dialogue. Students who are lack vocabulary will find difficulties in the language learning process and have little chance to be successful in developing language skill. In other words, a vocabulary is the key to be successful in increasing the language skill. The more vocabularies the students have, the easier for them to develop their four language skills.

Vocabulary development is an important aspect of language development. The research that has been conducted in recent years is very exciting. A variety of studies have proven that appropriate vocabulary instructions benefits students language, especially school age learners. According to McKeon and Beck, "Teaching vocabulary is very important to be used both formal and informal vocabulary instruction that it is engaged students' cognitive skill and gives opportunities for the learners to use the words."<sup>2</sup>

The students use thinking skill such as analyzing which of two words would be a better choice in a sentence. An example would be having a child

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<sup>2</sup> Caroline T. Linse and David Nunan, *Practical English Language Teaching Young Learners*, P122

choose between the words *enormous* and *giant* in a sentence about *sandwiches*. Teacher should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help learners figure out meanings on their own.<sup>3</sup>

### **C. The Principles of Teaching Vocabulary**

The best way to avoid the difficulties when students learn English is the teacher should design a set of principles that can help the students to develop vocabulary. Direct and indirect vocabulary instruction should be included as part of a vocabulary development program. Direct instruction refers to teaching the words and their meanings. An example of direct instruction would be pre-teaching vocabulary items students will encounter in a reading selection. Indirect instruction refers to helping children learn appropriate strategies so they can figure out the meaning of words on their own. There are some principles of teaching vocabulary:

#### **1. Teach vocabulary words before a new activity**

When vocabulary words are taught before a new activity, students benefit in two ways. First, they are able to comprehend the activity better. Second, teaching vocabulary words in advance makes it more likely that students will actually acquire the target vocabulary words.

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<sup>3</sup> Ibid, 122

## 2. Teach how to use context clues appropriately

Students can benefit from learning how to use context clues and guessing the meaning from the context. This is a strategy that learners can use when they are encounter unfamiliar words. Conversely, in addition to teaching how to use context clues, students also need to be taught that context clues do not always help readers to understand the meanings of unfamiliar words. Children need to be taught that there are times, especially when reading, when they will not be able to figure out the meaning from context clues.

## 3. Present multiple exposures to new vocabulary items

Young learners make educational gains when they are exposed to vocabulary items repeatedly in rich contexts. In other words, we shouldn't expect that a vocabulary word taught on Monday will be remembered on Wednesday. As part of our teaching repertoire, remember that a new word should reappear many times and in different situations for the next several weeks of instruction.

## 4. Give opportunities for deep processing of vocabulary items

Deep processing means working with information at a high cognitive and/or personal level. Deep processing makes it more likely that information will be remembered. Part of deep processing is having students establish connections between new words and their prior knowledge. Simply memorizing lists of words and their meanings is not adequate for students to integrate the vocabulary words into their personal vocabularies.

#### 5. Teach students to use dictionaries

The use of dictionaries as a tool for EFL and ESL instruction has come back into style. Young learners can benefit from using dictionaries. Very young children, under the age of six, can use a picture dictionary where words are grouped into different categories. Children who are at the beginning stages of language and literacy development can also use picture dictionaries as tool to help them increase both their vocabulary knowledge and their use of context clues. For example, if children are learning about *grapefruit*, they can be guide to a picture dictionary page topically arranged to include fruit. They will discover the grapefruit as being a fruit.

#### 6. Have students keep vocabulary note-books

Vocabulary notebooks provide students with opportunities to develop a variety of vocabulary acquisition strategies and also help students have more control over their learning. Children who are in the beginning stages of language and literacy development can create their own picture dictionaries while older learners can make more sophisticated notebooks and dictionaries.<sup>4</sup>

### **D. The Ways of Increasing English Vocabulary**

There are six tips for increasing English vocabulary that the writers explained. They are 1) having a complete English dictionary, 2) learning from lyric of English song, 3) learning by passing the title of English movie, 4) learning by passing the commodity of commerce, 5) watching English movie, and 6)

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<sup>4</sup>Ibid,p.123

saving the new word in your brain that you just know it, then please make it in the sentence.

Vocabulary is the most fundamental thing that it must be mastered in teaching English. The comprehension of vocabulary is essential in any languages. The mastery of vocabulary is very important, especially for the students who are learning foreign language as quoted from the International Collier-Macmillan: "if the students master the vocabulary, they will master the grammar of any languages".<sup>5</sup>The comprehension of vocabulary is generally regarded as an important part of the process of learning a language. In the process of learning language, it is taught new words as part of a particular subject.

#### **E. The Importance of Discussion Approach in Teaching Vocabulary**

Teaching English language using discussion approach especially to increase students' English vocabulary mastery is very important. Using discussion approach will help students become more active in the proses of teaching learning. Here to know more about it, the researcher will explain about the definition of discussion approach and the application of using discussion approach method.

##### 1. The nature of discussion approach

Discussion approach is a process two involvement or more participants to interact with each other to exchange opinions and maintains mutual problem solving to obtain agreement among them.<sup>6</sup>

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<sup>5</sup>Macmillan-collier. *Article of international*.2002.14

<sup>6</sup> Richard and rodger, *Approaches and Methods in language teachning*.(Australia: Cambridge University press, 1987) P.7

Discussion approach is the way of teaching and learning to compare the notes between the students one another and the teacher.<sup>7</sup>

Discussion approach is the method in learning materials and extending material by the discussion, so it has on changing the attitude of the students.<sup>8</sup>

#### The Application and the Principle of using Discussion Approach

The application of discussion approach in learning can use these steps.

a. making plan or a lesson plan

It is a necessary tool not only to provide the direction for instructors and participants but also can be a resource for discussion. The current plans include the learning objectives.

b. developing concept outline

It recognizes the main concepts and sub topic. It also gives the guidance in learning of discussion approach.

c. adding the question of outline

The addition of question has to appropriate with outline. It is usually the common thinking that builds the critical thinking and has to be designed by the full calculation for maximum results.

d. Making outline can be understood

Its is the outline that is made into two parts, namely: concepts and questions.

The discussion approach has several ways to start the discussion: a) asking the students to respond the questions, b) calling at certain student to resume the main points, c) giving the place for the students in small group to identify of the

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<sup>7</sup> Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesi*. (Jakarta : Balai Pustaka,2001)

<sup>8</sup> <http://idb4.wikispaces.com/file/view/dv4013>

key concept, d) asking the each student of group to ask a question about the problems.

All the principles of discussion approach include in learning of the first Principe. In this section, the researcher will discuss the principles of discussion approach more complete:

1. Student involvement in the problems is the first principle of learning. Active learning usually needs involvement problems. So that learners can get the new idea that can solve these problems.
2. Being active, more to build the knowledge as a new learning of beginning. Because the participants of learning by discussion approach is demanded to react at the complex question.
3. Demonstrating learning of a new concept, namely is proving that the consistence of instructor. Which it offers the information and directs it to the relevant source in the students, which it is focused on the learning objectives.
4. The application of a new knowledge is to make free of small group discussion, with good organization. It can help the students in applying of a new concept.
5. The integration of a new knowledge to the students can be found through the approaches.