

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses some topics related to the research. It includes vocabulary, teaching vocabulary, mapping word and assessment.

#### **A. Vocabulary**

All of languages in the world need vocabulary to help human utter what they want to say. Vocabulary is related to word, as Vygotsky said that a word is a little world of human consciousness.<sup>9</sup> Based on the statement, it can be concluded that vocabulary is important in a language. Without vocabulary or word, language is nothing because there is not word to say. Then, Vocabulary also refers to knowledge of words regarding its forms, meanings and how to use it accurately in the context that can be used to convey and receive information in oral and written communication.<sup>10</sup>

In this case, although vocabulary is important in language, it does not mean that other components such as grammar and pronunciation are not important. All of these are learned together because they are attached each other. Vocabulary is varies for example, students that have many vocabularies can help them in many ways, such as: in speaking and writing. Therefore, teachers have to help their students to improve and understand their vocabulary mastery not only memorizing the word but also mastering grammar and pronunciation.

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<sup>9</sup> Scott Thornburry. *How to Teach Vocabulary*. (Harlow: Longman,2002) P.1

<sup>10</sup> Sammy P. Pitoy 2012. *Information and Language for Effective Communication*. *TEFLIN Journal: A publication on the teaching and learning of English* (online), volume 23, No.1 (<http://www.journal.teflin.org/>), retrieved on 2 March 2013.

## 1. Definition of Vocabulary

Vocabulary is a list of words that a person knows and uses to communicate each other. Linse says that vocabulary is all of words that an individual knows.<sup>11</sup> Then, according to Jeremy that vocabulary has to be learnt not only the word but also the meaning of word because without vocabulary, it would not be able to use the grammar to produce sentences with meaning.<sup>12</sup> It means that vocabulary has an important function in language. Every word has meaning which can help persons to use grammar easily and to deliver the sentence with the meaning, so other persons are able to understand what they mean.

Vocabulary is a list or collection of words that is usually arranged and explained alphabetically to make the users easier to find the word. So, vocabulary can be formed in many ways for example making list of words or notes that all of them can help the language user understand about word easily. In addition, vocabulary is also multiword units that are combined together. It can be called as word families that have same meaning and word types in each word. It needs meaning to make the word can be understood. It is important in vocabulary, for instance, Nunan stated that vocabulary is multiword units that words are vocabulary, then word families which consist of a smaller number of types, and core meaning which considers in deciding what is counted as vocabulary is meaning.<sup>13</sup>

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<sup>11</sup> Caroline T. Linse and David Nunan. *Practical English Language Teaching: Young Learners*. (New York: McGraw-Hill, 2006). P. 121

<sup>12</sup> Jeremy Harmer. *The Practice of English Language Teacher*. (New York: Longman, 1991) P. 14

<sup>13</sup> David Nunan, *Practical English Language Teaching: First Edition*. (New York: McGraw-Hill, 2003) P. 130-132

From the definition above, it shows that vocabulary is a list of words that is collected usually alphabetically known, then it is also multiword units, words families and core meaning, and as knowledge of vocabulary used in other component to get the meaning.

## **2. The Importance of Vocabulary**

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. This is how the linguist David Wilkins in Thornburry summed up the importance of vocabulary learning.<sup>14</sup> It means that vocabulary cannot be ignored in language because it has the important function which is used to convey what we want to say. Although, we are smart in grammar but our vocabulary is limited, it can be difficult for us to utter our meaning. In the other word, we can say very little with grammar, but we can say anything with words.

Communication may not be interrupted although we lack grammatical structure. On the contrary, if vocabulary is limited, there is no successful communication. With a good knowledge of vocabulary, students feel confident in communication, and it contributes to the success in communication.<sup>15</sup> Therefore, vocabulary is an important thing in language because it is the component that all of skills need it, for example in speaking skill, communication will be successful not only because of grammar but also vocabulary.

Vocabulary can influence other component, such as grammar and pronunciation. But, it does not mean that vocabulary is the most important in language for example, when we are good in grammar and pronunciation; we know

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<sup>14</sup> Scott Thornburry. *How to Teach Vocabulary*.P. 13

<sup>15</sup> Nguyen Ngoc Thuy, *The Effect of Semantic Mapping on Vocabulary Memorizing*, (Vietnam: Pdf) 630.



how to pronounce and how to make the words become a good sentence whereas our vocabulary is limited. So, it is impossible if we can deliver what we say because the meaning is from the word not from grammar or pronunciation.

## **B. Teaching Vocabulary**

Teaching vocabulary is clearly more than just presenting new words, but it is used as basic of how often they are used by speaker in language. Vocabulary is taught not only to get the new word but also to get the knowledge. In language, there are so many words that can help the speakers to utter what they want to say, feel, thought, and etc. This is because when the speaker uses the word, the others will understand about the meaning. Every word has meaning; there is not word that does not have meaning.

In conventional way of teaching, many students feel bored when they are taught vocabulary because they feel difficult to memorize or to understand the meaning. So, as a teacher, it is needed to make something different so that students are interested in learning. The difference can be known in a method or technique of teachers which they are used. It is based on the characteristic or attitude of students, therefore, the teacher needs a new method or technique in teaching for instance, mapping word that is used to teach vocabulary, so that students can learn vocabulary easily and they do not feel bored when they learn.

### **1. Background of Teaching Vocabulary**

Teaching and learning vocabulary must be appropriate into the broader framework of a language course. According to Nunan, one way to make sure that there is a balanced range of learning opportunities is to see a language course.

There are four kinds of aspects of a language course, but it will only look at vocabulary learning.<sup>16</sup> It proves that vocabulary is able to develop all of skills in language such as reading, listening, speaking, and writing.

*First*, Learning from meaning-focused input, it is a learning that engages learning from listening and reading. In vocabulary learning, students need to know 90% of words from some words. It means that there is only one word that is unknown the meaning. And the word can be known by guessing from the context. So, students have a way to simple written and spoken. *Then*, deliberate learning, it is a learning that focuses to language. It engages the deliberate attention to language features, such as, sounds, spelling, vocabulary, grammar or discourse. The most explicit deliberate learning technique is learning new vocabulary that students memorize the word in their first language. *Next*, learning from meaning-focused output, it involves speaking and writing learning that students' attention is on communicating the message. Students can focus on vocabulary knowledge by using vocabulary productively. And *then*, fluency development, it is needed in vocabulary learning because it is used to know the fluency of each skill such as listening, writing, reading, and speaking that is developed independently in each of these skills. The fluency development should engage the known language, focus on the message, and needs many vocabularies to perform faster than usual.<sup>17</sup>

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<sup>16</sup> David Nunan. *Practical English language Teaching: First Edition*. P. 133

<sup>17</sup> *Ibid*. P 133-134

While according to Caroline, vocabulary development is an important aspect of language development that can make students excited to learn, and the appropriate vocabulary instruction benefits language students.<sup>18</sup>

Teachers should plan vocabulary learning by teaching students words and by teaching strategies to help students understand the meaning on their own. Students need to acquire vocabulary learning strategies in order to discover the meaning of new words. Thus, vocabulary should be integrated into teaching the four skills-listening, reading, writing, and speaking.

## **2. The Principle of Teaching Vocabulary**

According to Caroline, there are amount of principles of teaching vocabulary that can be helpful when students focus on vocabulary development as part of an English Foreign Language program. They are as follows:<sup>19</sup>

### **a. Direct and indirect teaching**

Direct and indirect vocabularies are a vocabulary development instruction. In direct instruction, students are taught the words and their meaning, whereas indirect instruction, it is used to help students in learning that uses a strategy so that students can describe the meaning of word.

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

When vocabulary words are taught to students before a new activity, students have profit in two ways that they are able to understand the activity. Second, teaching vocabulary words makes students will actually acquire the

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<sup>18</sup> Caroline T. Linse and David Nunan. *Practical English Language Teaching: Young Learners*. P. 122

<sup>19</sup> Ibid, P. 123

target vocabulary words. It can be concluded using stories, song, and many other language activities.

c. Teach how to use context clues appropriately

Students can know how to use context clues and guessing the meaning from the context that is a strategy that students can use when they find unfamiliar words. It is used when students read a text that is one of skills which must be learnt by students.

d. Present multiple exposure to new vocabulary items

Students make educational gains when they are exposed to vocabulary items more and more in the contexts. As part of teacher's teaching activity, in order to students remember a new word easily, it should repeat many times and in different situations for the next several instruction. It means that students cannot remember the new word at the same time; they need many times to be able to remember and understand the words.

e. Give opportunities for deep processing of vocabulary items

Deep processing is a process in working with information at a high cognitive or personal level. Deep processing is a very important component of vocabulary acquisition and development. It makes students be able to remember the information of words, and refers to use words in contexts which are especially meaningful to students, for example students can write a sentence using the new word.



f. Teach students to use dictionaries

The use of dictionary is to help students increase their vocabulary where the words are placed in alphabetical order. As a teacher, it is important to teach students how to use dictionary and know the difference of dictionary.

Obviously the dictionary provides one of the best resources for students who wish to increase the number of words that they understand or at least for students who wish to understand what a word means when they consult a bilingual dictionary to find an equivalent in their own language.<sup>20</sup>

g. Have students keep vocabulary notebooks

Vocabulary notebooks give students opportunities to develop a variety of vocabulary acquisition strategies and also help students to get more control over their learning. Students can make more sophisticated notebooks and dictionaries that students should be encouraged to do on their own.

While, according to Nunan, There are some principles of teaching vocabulary, they are:<sup>21</sup> Focus on the most useful vocabulary first, focus on the vocabulary in the most appropriate way, give attention to the high frequency words, and encourage students to think and take responsibility for learning.

All of principles have purpose to make students more enthusiastic in learning vocabulary because one of component that supports all of language skills is vocabulary.

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<sup>20</sup> Jeremy Harmer. *The Practice of English Language Teacher*. P. 174

<sup>21</sup> David Nunan. *Practical English Language Teaching: First Edition*. P. 135



### 3. Technique of Teaching Vocabulary

There are some different approaches or techniques used to help students develop their vocabulary and understand the meaning of a word by using different approaches: demonstration, picture, and explanation.<sup>22</sup>

Byrne states that unless there is some challenge, the learner may not be interested enough in learning new vocabulary to give his full attention to the teaching.<sup>23</sup> It means that, students will not pay attention to the teaching without any interests in learning vocabulary.

The challenge and interest can be given by making it difficult. It means that the teacher does not give the 'answer' directly to the student. Byrne also says that there are three aspects of learning a difficult word for the students that is to provide challenges that are real, but they are not so difficult to discourage the students.<sup>24</sup> They are: first, add the interest and challenge to the teaching of the form of word. Then, add interest and challenge to the teaching of the meaning of a word. And, add interest and challenge to the teaching to connect the meaning and the form.

Whereas, Lidstromberg said that a key part of being a language teacher is to know how to help students learn vocabulary both well and reasonably quickly.<sup>25</sup>

From the explanation above, it means that there are many techniques in teaching vocabulary that can be used to help the students understand and know the

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<sup>22</sup> Donn Byrne. *English Teaching Perspectives*. (Harlow: Longman, 1985) P. 188

<sup>23</sup> Ibid, P. 188

<sup>24</sup> Ibid, P.188

<sup>25</sup> Seth Lindstromberg. *Language Activities for Teenagers*. (London: Cambridge, 2004) P. 142

new words. In this case, as the teacher needs to make an interesting teaching which can attract students to learn vocabulary. Although, it is difficult to students to learn at the same time, so it needs many times for students to remember and understand about the new word. Therefore, the teacher must have a good technique and strategy used to enrich student's achievement in vocabulary. Vocabulary learning cannot be left to itself. It needs to be strengthened by careful planning and well-directed teaching.

### **C. Mapping Word**

#### **1. Definition of Mapping Word**

There are some techniques in teaching vocabulary. In this case the researcher uses mapping word. Mapping word is a visual organizer that increases vocabulary development. Using a graphic organizer, students are able to think about terms or concepts in several ways that engages students in developing a definition, synonyms, antonyms, and a picture for a given vocabulary word or concept.<sup>26</sup>

Thus, it shows that mapping word is an excellent technique or strategy to help students develop their vocabulary. In mapping word, students are needed to explain about the word from definition, antonym, synonym, and etc. To do this strategy, the students need a dictionary to help them find all of them. So, it means that dictionary is important for students in learning vocabulary.

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<sup>26</sup>"Concept definition of word mapping", *Ehow*, [http://www.ehow.com/facts\\_6052367\\_concept-definition-\\_wordmapping\\_.html#ixzz2izPqrmEc](http://www.ehow.com/facts_6052367_concept-definition-_wordmapping_.html#ixzz2izPqrmEc). Retrieve on 21<sup>st</sup> October 2013.

Using a word map is one way for students to fully understand a word necessary for their educational progress.<sup>27</sup> So, mapping word is expected to be able to help the students easier to understand about words and memorize it. It uses graphic organizer which is useful for students to learn new vocabulary words.

Harris, Schumaker, and Deshler stated that “The *Word Mapping Strategy* helps older students learn how to predict the meaning of unknown words.”<sup>28</sup> So, students can learn the meaning of vocabulary words when they use the strategy and can predict the meaning that they do not know before.

## **2. The Procedure of Mapping Word**

The procedure of mapping word is different with mind mapping. In main mapping, students need to make a picture as a mind, using color or many variations form to classify the word, but in mapping word, students make a graphic organizer, and then find definition, synonym, antonym, and etc. related to the word. As the figure below:

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<sup>27</sup> Robert Cawdrey, “Giving Reading Direction–Mapping Words”. *Legere*. <http://www.Legere.org/giving-reading-direction-mappingword>. Retrieved on 5<sup>th</sup> March 2014.

<sup>28</sup> Monica L., Jean B, and Donald D. *Word Mapping Strategy*, (2008). <http://www.SIM,Edu/word-mapping-strategy.html>. Retrieved on 5<sup>th</sup> March 2014.



Figure 2.1.<sup>29</sup> Mapping Word

**Word Map**

Name \_\_\_\_\_  
Date \_\_\_\_\_

4 \_\_\_\_\_  
(synonyms)

5 \_\_\_\_\_  
(antonym or "opposite")

3 \_\_\_\_\_  
(the matching dictionary definition)

1 \_\_\_\_\_  
(Vocabulary Word)  
Page Number \_\_\_\_\_

6 \_\_\_\_\_  
(other forms of the word)

2 \_\_\_\_\_  
(sentence or phrase from the text)

8 \_\_\_\_\_  
(my very own sentence)

7 \_\_\_\_\_  
(my association, example, or sketch)

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The procedure of making mapping word is as follows:<sup>30</sup>

1. The student writes the new word and page number in the center circle.
2. The student has to copy the essential parts of the sentence from the text in which the word is found to establish the context, and writes it in the square that is under from the circle of new word.

<sup>29</sup> "Classroom strategies: Word maps. (n.d.)". *Reading rocket*, [http://www.readingrockets.org/strategies/word\\_maps/](http://www.readingrockets.org/strategies/word_maps/) retrieved on 5<sup>th</sup> March 2014.

<sup>30</sup> Catherine Rosenbaum. "A Word Map for Middle School: a tool for effective vocabulary instruction". *Journal of Adolescent and Adult Literacy*, 45 nol S 2001, P.45

3. The student copies the definition or meaning of the word using dictionary that supports the context into the square immediately beside the circle of new word.
4. Next, students must also find the synonym and antonym from the dictionary and write it in the square that is above of circle of new word. Manipulation of prefixes is very helpful to students to discover antonyms.

In some cases a non-example or sketch, as in the Frayer Model in Rosenbaum's study that it can change for antonym of word because many words do not have antonyms.<sup>31</sup> Therefore, discussion with peers or a teacher helps to develop the process and concept of thinking.

5. The student records another form of the new word in the left-hand circle of new word. It can be found in the dictionary, and to know the part of speech from the new word.
6. Next, in the space of example or sketch to the word is recorded. Here is another opportunity for active student involvement, conversation with peers or the teacher. This may be the most personal, most flexible, and therefore the most memorable part of the map for many students.
7. The last step is student creates an own sentence, using the new word independently and appropriately in the elongated square at the bottom of the square of sentence from the text.

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<sup>31</sup> Catherine Rosenbaum. "A Word Map for Middle School: a tool for effective vocabulary instruction". P.45

From the procedure above, students are expected to be more focused on one new vocabulary word using mapping word. Moreover, they can know and get more knowledge not only the meaning but also the synonym, antonym, etc. although it needs more time to make it, but it is expected to be able to make students more interested in learning vocabulary and not feel bored or difficult to memorize or understand about the meaning of word.

#### **D. Assessment**

##### **1. Reasons for testing vocabulary**

The reason for testing vocabulary, students want to be tested on their ability in the English Language. There are some tests that students do such as placement test, progress test, and achievement test. Typically, achievement test includes a variety of test types and measures the students' abilities in all of skills, as well as their knowledge of grammar and vocabulary.<sup>32</sup>

Without testing, there is no reliable means of knowing how effective a teaching sequence has been.<sup>33</sup> According to Thornbury, there are some reasons why put the test of vocabulary, they are:

- a. Test provides a form of feedback, both for learners and teachers.
- b. Test has a useful backwash effect: if the student knows that they are going to be tested on their vocabulary learning, they may take vocabulary learning more seriously.
- c. Test motivates students to review vocabulary in preparation for a test.
- d. Test also provides an excuse for further, post-test, review.

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<sup>32</sup> Jeremy Harmer. *How to Teach English*. (New York: Longman,2007) P.166.

<sup>33</sup> Scott Thornbury. *How to Teach Vocabulary*. (New York: Longman,2002) P.129.



Therefore, test can be a part of the recycling of vocabulary generally. And the difference between many recycling exercise and test is only the latter are scored. Test of vocabulary knowledge sometimes forms a part of placement test, or as a component of a diagnostic test in advance of planning a course program.

## **2. Types of test**

There are some types of test to measure the student's vocabulary knowledge, they are:

### **a. Multiple choice test**

Multiple choice tests are a popular way of testing in that they are easy to score and easy to design. Moreover, its format can be used with isolated words, words in sentence context, or words in whole texts. For example, according to Arikunto that multiple choices are information which does not complete, and to complete it, it has to choose one of choices that is correct answer.<sup>34</sup>

On the negative side, multiple choice tests have been criticized because students choose the answer by a process of elimination. Second, because depending on the number of possible answer. And then, because there is a one in four chance of getting the answer right.<sup>35</sup>

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<sup>34</sup> Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)*. (Jakarta: Bumi Aksara, 2001). P. 168.

<sup>35</sup> Scott Thornbury. *How to Teach Vocabulary*. P.132

### b. Gap-filling

Gap-fill tests require students to recall the word from memory in order to complete a sentence or text. Gap-fill items like this are fairly easy to write, though it is often difficult to leave a gap where only one item is possible.<sup>36</sup>

The best example of this test type is the cloze test. In the cloze test, the gaps are regularly spaced, and knowledge of word types is tested. The cloze test can be steered more towards content words, and hence become a more valid test of vocabulary. The problem with gap-filling is there is often more than one possible correct answer, which makes scoring difficult.

### c. C-test

C-test is a test that is developed to solve some difficulties that are the weakness of cloze test.<sup>37</sup> One way of controlling is to provide the first letters of the word. In C-test, the second half of every second word is deleted. Hence, it has been argued that C-tests are valid tests of vocabulary knowledge, and thus can usefully serve as placement tests.<sup>38</sup>

Another variety of test measures students' knowledge of word formation, by asking them to convert words from one form to another so as to fit a context. The kind of task tests students' knowledge of derivations and their ability to interpret the surrounding context. One way is simply to ask students to write sentences of their own that show the meaning of targeted words.

A more revealing test of productive vocabulary knowledge is to set students for the task of writing that a whole text includes the selected vocabulary

<sup>36</sup> Jeremy Harmer. *How to Teach English*. P.169

<sup>37</sup> M. Soenardi Djiwandono. *Tes Bahasa: Pegangan Pengajar Bahasa*. P. 150

<sup>38</sup> Scott Thornbury. *How to Teach Vocabulary*. P.134

items.<sup>39</sup> The assessment of students' vocabulary can be gained from an evaluation of their writing and speaking overall.

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<sup>39</sup> Scott Thornbury. *How to Teach Vocabulary*. P.135