

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the definition of vocabulary, kinds of vocabulary, learning vocabulary, the definition of speaking, speaking assessment, component of speaking.

A. General Concept of Vocabulary

In this part, the researcher reviews the literature about the general concept of vocabulary. The explanation about general concepts of vocabulary include the definition of vocabulary, kinds of vocabulary, and learning vocabulary.

1. The Definition of Vocabulary

In order to live in the word, we must name the things in and on it. Names are essential for the construction of reality. Without a name it is absolutely difficult to accept the existence of an object, an event, a feeling, an emotion, etc. When students recognize much names whether the names of noun, adjective, adverb, pronoun, verb and so on, it means they are familiar with or know many words. As Richards and Renandya states that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.⁹

⁹ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), 255.

Some libraries have been visited, some books have been read and other literatures have been analyzed in order to find out the meanings of Vocabulary. So the researcher finds the meaning of vocabulary. In fact, there are some definitions of Vocabulary. AS Hornby in "Oxford Advanced Learner's Dictionary of Current English" states that vocabulary is:

- a. Total number of words which (with rules for combining them) make up a language.
- b. (Range of) words known to, or used by, a person, in a trade, profession, etc.¹⁰

Another dictionary, Webster's New World College Dictionary, defines vocabulary as a list of words and, often, phrases, abbreviations, inflectional forms, etc., usually arranged in alphabetical order and defined or otherwise identified, as in a dictionary or glossary.¹¹ In addition, according to Penny Ur, Vocabulary can be defined, roughly, as the words we teach in foreign language.¹²

Based on the definition above, the researcher wants to define and limit vocabulary as a collection of words, terms, and phrases which is arranged and explained to make up the meaningful language used by a

¹⁰ AS. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Revised and Updated ed, (New York: Oxford University Press, 1987), 959.

¹¹ Merriam-Webster, *Webster's New World College Dictionary*, 4th ed, (Cleveland: Wiley Publishing Inc, 2002), 1600.

¹² Penny Ur, *A Course in Language Teaching, (Practice Theory)*, (Cambridge: Cambridge University Press, 1996), 60.

person in expressing ideas, delivering speech, and describing things or people.

2. Kinds of Vocabulary

According to the basis of frequency, Notion has divided vocabulary into two kinds, namely high frequency vocabulary and low frequency vocabulary.¹³

- a. High frequency vocabulary consists of consists of 2000 words families, which are about 87 % of the running words in formal written text and more that 95% of the words in informal spoken text. It means that the words that are used very often in normal language use in all four skills and the full range of situation of use. It consists of most of the function words of English and the most of content words.
- b. The Low Frequency Vocabulary on the other hand, covers only small proportion of the running words of a continuous text. It means that low frequency vocabulary is rarely used in a common activity of English language. This group includes well over 100.000 word families.

Besides, Hatch and Brown divide the vocabulary into active vocabulary and passive vocabulary.¹⁴

¹³ I.S.P Nation, *Learning Vocabulary in another Language*, (UK: Cambridge University Press, 2001), 11-12.

¹⁴ Evelyn hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, (New York: Cambridge University Press, 1995), 370.

- 1) Active Vocabulary is words which the students understand, can pronounce correctly, and uses constructively in speaking and writing.
- 2) Passive Vocabulary is words that students recognize and understand when they occur in a context, but which he cannot produce correctly himself.

3. Learning Vocabulary

Mastering large vocabulary is not an easy job. But mastering it is unavoidable thing when we learn English language. We have already realized that it is hard to keep in mind or memorize a new word but it is so easy to forget it. When we memorize a new word once time even until four times, it will not guarantee the word will internalize into our mind. So, Haycraft states that it is needed some interesting ways in presenting new vocabulary either in context, outside the classroom, drawing, mime, flash card/pictures, wall charts or create a context.¹⁵

a. In Context

If the word occurs in a text or passage, the meaning can often be deduced when the other words in the sentence are already known. This deductive process applies particularly to the use of reading passage or stories, whether taped, read or told.

¹⁵ John Haycraft, *An Introduction to English Language Teaching*, (USA : Longman, 1986), 2.

b. Outside the Classroom

Taking the students out of the class room and introducing words for things seen in a shop window, or in the street is also a good way to a teacher in teaching vocabulary in a living context.

c. Drawing

A teacher can represent simple objects on the board. If he draws badly, a guessing games ensures to determine what he actually has drawn.

d. Mime

This is particularly useful for actions: 'eating', 'drinking', 'tripping up', etc. It can also involve the objects connected with these verbs: 'drinking coffee', eating sandwich.

e. Flash Card/ Pictures

The existence of a wide assortment of magazines and illustrated advertisements means that pictures can be easily found for special vocabulary areas such as kitchen, clothes, cars, interiors, and so on. The pictures or cuttings can be pasted on to a piece of cardboard to make a flash-card.

f. Wall Charts

These are valuable because they also present vocabulary in a visual context, as long as they are clearly visible.

conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive

Teacher gives students extended monologues in the form of oral reports, summaries, and story-telling and short speeches.

3. Component of Speaking

Speaking skill also has components. The components are commonly used in speaking are fluency, pronunciation, grammar, and vocabulary. It means that if students master those components, they are absolutely able to speak English well. But, before mastering the speaking skill, students should study those components successfully. According to Harris, speaking is a complex skill requiring the

simultaneous use of the number of different abilities which often develop at different rates; five components are generally recognized in analysis of the speech process: pronunciation (including the segmental feature vowel, consonants, stress, and intonation patterns). Grammar, vocabulary, fluency, (the ease and speed of the flow at speech). Comprehension for oral communication certainly requires subject to respond to speech as well as initiate it.¹⁸

a. Pronunciation

The aim of learning pronunciation is not to achieve a perfect intonation or native accent, but simply to get the learners to pronounce accurately enough to be easy and comfortably comprehension to other speaker. So, the meaning of spoken sentences can also be obtained from pronunciation. A correct pronunciation can avoid misunderstanding among speakers.

b. Grammar

Grammar is one of important things in speaking although it is not the most important element. But grammar is language aspect that can be used by learners to know the right form of language. Moreover, learners can interpret phrases or sentences on correct form.

¹⁸ David P. Harris, *Testing English As Second Language*, (New York: Mc Grew Hill Book Company, 1969), 81.

c. Vocabulary

The learners have to know that in learning another language they should learn about vocabularies because vocabulary is as total number of words in a language. They need to learn what words mean and how they use it.

d. Fluency

Fluency is the capacity to speak fluent, confidently and at a rate consistent with the relevant native speech community. Fluency is the ease and speed of the flow speech. It cannot be denied that mastery in speaking skill will be predicated by proper grammar and a large vocabulary. There are conditions in which speaking occurs play a crucial role in determining the degree of fluency that is achievable.

e. Comprehension

Comprehension is the ability to understand completely and be familiar with a situation, fact, etc. Comprehension also has meaning of the mind's act power of understanding as the exercise to improve one understanding.

It is obvious that those speaking components usually use to asses student's speaking score.