

CHAPTER II

THEORITICAL REVIEW

A. Vocabulary

Vocabulary is a list of words that knowed and used to communicated each other. Linse said that vocabulary is all words that knowed by individual.¹ It means that vocabulary has function that important in the language. Every word has meaning that can help person to use grammar easly and give sentence with the meaning, so other person can understand what they mean.

Vocabulary is basic element of learning English. This is an important factor in reading, listening, writing, and speaking. Yun (2005: 68) state, the field in which vocabulary is commonly used is as follows:

1. All the words as the language.
2. The number of words that an individual can understand and use whether speaking or writing
3. The word said to be representative of a subject or occupation.
4. List of words to serve a specific purpose.²

In fact, many people still need some vocabulary rules in order to good of language. Vocabulary is not only words. When the writer talk about vocabulary, it means that writer talk the words.

¹ Caroline T. Linse and David Nunan. *Practical English Language Teaching: Young Learners*. (New York: McGraw-Hill,2006). P.121

² Manik, Sondang. Christiani, May. (2016). *International Journal of English Language Teaching*. Vol. 4. No.7. P.1-26

1. Kinds of Vocabulary

Brown state, there are two kinds of vocabulary, as follows:

- a. Active Vocabulary (Productive Vocabulary). Active Vocabulary is words which the students understand, can pronounce correctly and uses constructively in speaking and writing
- b. Passive Vocabulary (Receptive Vocabulary). Passive vocabulary is words that recognize and understand when they occur in a context, but he cannot produce correctly himself. It refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.

Haycraft, quoted by Hatch and Brown, indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.³

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive

³Alqahtani, Mofareh. (2015). The Importance Of Vocabulary In Language Learning and How To Be Taught. *International Journal of Teaching and Education*. Vol. 3, No. 3. P. 21-34

vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

Hastunar, Bharati and Sutopo (2014) says in learning a foreign language, vocabulary plays an important role to connect the four skills of speaking, listening reading and writing. Vocabulary is considered as a base to develop those four skills in learning English as a Foreign language.⁴

Vocabulary is a part of all linguistic skill. Improving vocabulary will lead to success of a communicative competence. Fan state “vocabulary is the biggest part meaning of any language and it is the biggest problem for most learners”.⁵ Therefore, obtaining adequate vocabulary is essential for students to be skilled and efficient in EFL.

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.⁶ Jordens states that vocabulary is more important than grammar because people generally use vocabulary and reduce grammar particularly when getting a message across quickly and precisely and is of the utmost importance, like

⁴ Sari, Latifa Ika & Sutopo, Djoko. (2018). The Effectiveness of Vocabulary Self-Collection and Word Mapping Strategies for Teaching Vocabulary to Maritime Cadets With High and Low Metacognitive Awareness. *English Educational Journal*. Vol. 8. No. 1. P. 35-42

⁵ Yacoob, Aizam. Aspalila. Saad, Alobaisy Ayman. Al-Rahmi, Waleed Mugahed. Alias, Norma. (2018). Vocabulary Learning Strategies (VLSS) Through Secondary Students at Study School in Malaysia (SSM): A Pilot Study. *International Education & Research Journal*. Vol.4. No. 2. P. 48-53

⁶ Scott Thornburry. *How to Teach Vocabulary*. P. 13

telegrams, panic situations or times when emotions are very high.⁷It means that when we are smart grammar but our vocabulary is little, that can be difficult for us to utter our meaning. We can say very little with grammar, but we can say anything with words.

Vocabulary is key to all the language skills like speaking, reading, writing and listening. Fijin state that in order to gain reasonable comprehension of a text and to be able to guess the meaning of unknown words from a context, learners need know least 95% the running words in input. Then Wilkins state without vocabulary, nothing can be conveyed.⁸Fardhani say that vocabulary is important of language because words are tools of thought. Vocabulary is essential to success in language learning. Without vocabulary nothing that can understand or use language.⁹

It mean that when person has limited vocabulary never will can to speak, write, reading and listening. So learners must have many vocabulary to understand. Vocabulary learners that have limited vocabulary will produce limited comprehension in the text.

Communication may not be interrupted although we lack grammatical structure. On the coutry, if vocabulary is limited, there is no succesful

⁷ Elyas, Tariq & Alfaki, Ibrahim. (2014). Teaching Vocabulary: The Relationship between Techniques of Teaching and Strategies of Learning New Vocabulary Items. *English Language Teaching*. Vol.7. No. 10. P. 40-56

⁸ Halilah, Adibah. Rashidah & Faizah. (2013). Vocabulary learning strategy among Malaysian TEVT students in German-Malaysian Institut (GMI). *Procedia- Social and Behavioral Sciences*. P. 361-368

⁹ Zahro, Madizatus. Suharjito, Bambang & Sudarsono. (2013). The Effect of Guessing Games On The Eight Year Students' Vocabulary Achievement At SMPN 03 Balung Jember In The 2012/2013 Academic Year. *Pancaran*. Vol. 2. No.3. P. 115-124

communication.¹⁰Therefore vocabulary is important in language because communication will success not only using grammar but vocabulary also.

B. Teaching Vocabulary

Teaching and learning vocabulary must be appropriate into the broader framework of a language course. Nunan state, 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.¹¹ It means that vocabulary is can improving all of skills in language like a reading, listening, speaking, and writing.

To introduce students about vocabularies, teacher can choose the relevant topic to bestudied. Allen states that in teaching students the teacher should teach the students to recognize and understand the word in multiple context example; use the word in their speaking and writing; connect the word to their own lives and offer examples of its correct and incorrect use; understand subtle shades in the word's meaning; and generate effective contexts to help others understand the word.¹²

¹⁰Nguyen Ngoc Thuy. *The Effect of Semantic Mapping on Vocabulary Memorizing*. (Vietnam:Pdf). 630

¹¹ David Nunan, *Practical English Language Teaching*: First Edition. (New York: McGrawHill, 2003) P. 133

¹² Manik, Sondang. Christiani, May. (2016). *International Journal of English Language Teaching*. Vol. 4. No.7. P.1-26

1. Technique of teaching Vocabulary

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.¹³

The challenge and interest can give by making it difficult. Byrne also said that they are three aspect of learning a diffult word for the students that is to provide challenge that are real. But they are not so difficult to discourage the students.¹⁴

Whereas, Lidstromberg said that a key part being a language teacher is to know ow to help students learn vocabulary both well and reasonably quickly.

Ruth Gaims and Stuard Redman mention two technique of teaching vocabulary:¹⁵

a. Visual technique

1. Visual Aids

In this technique, teacher use the picture, photographs, flash card and whiteboard. One of the visual aid that possibly use is whiteboard. Picture for vocabulary teaching come from many sources. It can be from magazine, newspaper or students handmade. Picture can be use to explain the meaning vocabulary items. The meaning

¹³ Donn Byrne. *English Teaching Perspectives*. (Harlow:Longman, 1985) P. 188

¹⁴ Ibid, P. 188

¹⁵ Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning vocabulary*. (New York: Cambridge University Press, 2003), 73-75

of vocabulary is the students mind before he is give the English word because be can understand it from picture.

2. Mime and gesture

In this technique, teacher can used real object and command. In real object, teacher can use something available in the classroom such as door, white board, clock, board maker. In using command , the teacher can give command such as open the window, open your book. Another example in teaching part of body. A teacher give command suchas raise you hand, put your right hand on your head.

b. Verbal technique

1. Use illustrative situations (oral or written)

The technique can be useful when the word are abstract. In this tecnique the teacher just explain the word so the teacher use more than one situation or context to ensure that the student understand what they explain.

2. Use the synonym and definition

Synonym can be call the word that have similar meaning with other word. Teacher often use this techique to low level students, it would be justifiable at low levels to tell student that miserable mean very sad. Secondly it is

commonly use with higher student and subsequently qualified, such as male means man.

3. Contrast and opposite

This technique, the teacher asks students the opposite of something, for example, what is the opposite of sweet? What is the opposite of clever? Etc.

4. Scales

It can be a useful way to get new vocabulary if students have learned contrast or related gradable items. If students know “hot” and “cold” teacher can ask students a framework for finding “warm” and “cool” and later “freezing” and “boiling”

5. Example of the type

The teacher can use illustration to get the meaning of subordinates, such as furniture, vegetable and fruits. It is a common produce to exemplify them.

6. Translation

Translation is changing some word or sentence from second language or other language to native language with similar meaning. It is one of traditional methods. This technique is usually used by teachers when they are taught vocabulary or text in teaching process. Translation can be a very effective way of conveying meaning. It can save valuable

time that might otherwise be spent on a largely unsuccessful explanation in English and it can be a very quick way to dispose of low frequency items that may worry the students but do not warrant significant attention.

C. Picture Word Inductive Model

Picture Word Inductive Model was designed originally by Calhoun. Joyco says that the picture word inductive model is a teacher-facilitated process, in which the teacher leads children to discover words from a picture, increase the number of words in their sight reading and writing vocabularies.¹⁶

Jiang and Perkins explain that the intent of the picture word inductive model is to capitalize on students' ability to think inductively and generalize the basis of structural and phonetic analysis. They also add that the purpose of this strategy is to develop vocabulary word concepts and paragraph and sentence structure.¹⁷

Phillips's statement that vocabulary is best learned when the meaning of a word is illustrated, exemplified by a picture, action, or real object

¹⁶ Novia, Fitri. (2015). Promoting Picture Word Inductive Model to Develop Students' Writing Skill. *Premise*. Vol. 4. No. 1.

¹⁷ Jiang, Xuan and K. Perkins. (2013). A Conceptual Paper on the Application of the Picture Word Inductive Model Using Bruner's Constructivist View of Learning and the Cognitive Load Theory. *Interdisciplinary Journal of Teaching and Learning*. Vol. 3. No. 1. P. 9

D. Procedur

The steps in teaching vocabulary using Picture Word Inductive Model.¹⁸

1. Select a picture
2. Asking students to identify what they see in the picture. Asking to students to make the groups and identify the picture in group.
3. Labeling the picture parts identified

The teacher draws a line at each part of pictures. Students label the word f pictures. It make the easily to remember the words.

4. Reading and review the picture word chart aloud

The students read aloud the picture that has given label. The teacher can select it n choosing the words.

5. Writing the sentence

Every students to learn make a sentence.

¹⁸ Bruce Joyce. et.al., *Models of Teaching* (terjemahan). (Jogjakarta: Pustaka Pelajar, 2009), 8th Ed, 165-166