

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed theories upon which the research was laid down. There were four theories underlying this research. They included theories related to Vocabulary, Vocabulary Knowledge, and Textbook. The theories were stated by some experts in language teaching. Moreover, the writer also uses some previous related study which also help much in doing this research.

2.1 Vocabulary

The English language load large items of vocabulary. It leads to a conclusion that vocabulary is an important component of language use. As Wilkins (1972) states that: “There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.

Richards (1980) and Krashen (1989), as cited in Maximo (2000) state many arguments for giving attention to vocabulary. “First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem”. Variations in vocabulary challenge the English language learner to well aware in how they can acquire them effectively and immersed themselves in whole words to store in their memory. Therefore, it is a goal of vocabulary learning.

The vocabulary learning goal obviously have set to list words needed for English language learner. The function is to involved right purposes to distribute the vocabulary in a correct way. In which proficient level of participant getting included, whether beginner, intermediate, upper intermediate or advanced English language learner. Also, what subject area are the vocabulary is learned. As there are numerous specialist vocabularies, such as the vocabulary of nuclear physics or computational linguistics, which are known only by the small groups of people who specialize in these areas. Even it is possible to know all the vocabulary of the language. But the process cannot come instantly and hard to contain all vocabulary from any areas that is not expertise by the learner or even more they do not know at all. Especially for foreign language learner that is needed to directly guide in what is appropriate or inappropriate to learn word of English language.

A restriction on the amount of knowing words for special purposes is to achieve target of learning and gaining maximum results of how well they use English. Nation states that special vocabularies are made by systematically restricting the range of topics or language uses investigated. It is thus possible to have special vocabularies for speaking, for reading academic texts, for reading newspapers, for reading children's stories, or for letter writing.

Learning a word is a foundation to present the active role of language learner. Actually, all variations of word can be limit in a detailed count. One consideration to eliminate the confusion of counting a word is able to separate the tokens, types, lemmas, and word families. Counting a word based on tokens

means all words involved in a sentence produce through a spoken or written text are considered as a word. Repeated word has to be counted as a one word. Whereas, types do not count the occurrence of the same word in a sentence. A lemma consists of a headword and some of its inflected forms and reduced forms (n't). Usually, all the items included under a lemma are all the same part of speech (Francis and Kuera). A word family consists of a headword, its inflected forms, and its closely related derived forms.

Al Qahtani (2015) argues that vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. Vocabulary has been discussed and divided into various types. Some are divided into two types: active and passive vocabulary. Gruneberg and Sykes (1991) distinguished the two types of vocabulary. The first type of vocabulary referred to the one that the students had been taught and that they were expected to be able to use. Meanwhile, the second one referred to the words which the students would recognize when they met them, but they would probably not be able to pronounce.

Hatch and Brown (1995), indicated two kinds of vocabulary, namely as receptive vocabulary and productive vocabulary. Receptive vocabulary means words that learners recognize and understand when they are used in context, but which they cannot produce. The type of vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart, 2008). Meanwhile productive vocabulary is the words that the learners understand and are able to pronounce correctly and use constructively in speaking and

writing. It consists of what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart, 2008).

2.2 Vocabulary knowledge

According to Steven Stahl (2005), “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.” We continue to develop vocabulary throughout our lives. Words are powerful. Words open up possibilities, and of course, that’s what we want for all of our students. Vocabulary knowledge is more than just citing the definition of a word. It requires that the reader use the word appropriately based upon a given context. Vocabulary knowledge is important because readers must be flexible in applying appropriate meaning to the word(s) based upon the context in which it is used. A reader with limited understanding of a word in a passage may not be able to grasp the intended meaning. So, it can conclude that vocabulary knowledge plays an important part in second language learning.

Vocabulary knowledge may sometimes be seen as consisting of isolated, memorized information about the meanings of particular words (Nagy, 2005); however, it is beyond this assumption. In addition to the fact that “learning burden, which is the amount of effort required to learn a word including its knowledge and patterns” (Nation, 2001, p. 7), the aspects of knowing a word (Nation, 1990) are also of the basic components affecting the process of learning a

new word. Learners should know which word to use, how and where to use it. This knowledge constructs the aspects of vocabulary knowledge, which are respectively meaning, form, and use (Nation, 2001).

Nation's framework constitutes a set of 18 questions for his vocabulary knowledge theory which were classified into three categories such as; "Form", "Meaning", and "Use". Each category consist of three elements and each includes receptive (R) and productive (P) aspects:

- a. The first category, "Form" is further divided into three elements:
 1. The spoken form refers to the phonological knowledge (e.g. pronunciation) associated with the word. It can be found by two questions; (R) "What does the word sound like?" & (P) "How is the word pronounced?"
 2. The written form refers to the orthographic representation (e.g. spelling). It can be found by two questions; (R) "What does the word look like?" & (P) "How is the word written and spelled?"
 3. The word parts refers to the morphological knowledge. It can be found by two questions; (R) "What parts are recognizable in this word?" & (P) "What word parts are needed to express the meaning?"
- b. The second category, "Meaning" is further divided into three elements:
 1. The form and meaning (e.g. meanings of different derivatives of the word). It can be found by two questions; (R) "What meaning does this word form signal?" & (P) "What word form can be used to express this meaning?"
 2. The concept and referents (e.g. what the word refers to in a particular context). It can be found by two questions; (R) "What is included in this

concept?" & (P) "What items can the concept refer to?"

3. The associations (e.g. relationship with other words such as synonyms and hyponyms). It can be found by two questions; (R) "What other words does this make us think of?" & (P) "What other words could we use instead of this one?"

c. Lastly, the category "Use" is further divided into three elements:

1. The grammatical functions (e.g. how the word is used in a sentence). It can be found by two questions; (R) "In what patterns does the word occur?" & (P) "In what patterns must we use this word?"

2. The collocations (e.g. what other words usually occur with this word).

It can be found by two questions; (R) "What words or types of words occur with this one?" & (P) "What words or types of words must we use with this one?"

3. The constraints on use (e.g. other factors like register and frequency).

It can be found by two questions; (R) "Where, when, and how often would we expect to meet this word?" & (P) "Where, when, and how often can we use this word?"

In comparison, two other conceptions of vocabulary knowledge also proposed by Richards (1976) and Carter (1998). In Richards (1976) Eight Assumptions about Vocabulary Knowledge is associated with depth of vocabulary knowledge. In addition, the Carter's seven characteristics are more comprehensive and descriptive.

Richards' Eight Assumptions about Vocabulary Knowledge include:

Assumption 1:

The native speaker of a language continues to expand his vocabulary in adulthood, whereas there is comparatively little development of syntax in adult life.

Assumption 2:

Knowing a word means knowing the degree of probability of encountering that word in speech or print. For many words we also know the sort of words most likely to be found associated with the word.

Assumption 3:

Knowing a word implies knowing the limitations imposed on the use of the word according to variations of function and situation.

Assumption 4:

Knowing a word means knowing the syntactic behavior associated with the word. Assumption 5:

Knowing a word entails knowledge of the underlying form of a word and the derivations that can be made from it.

Assumption 6:

Knowing a word entails knowledge of the network of associations between that word and other words in the language.

Assumption 7:

Knowing a word means knowing the semantic value of a word.

Assumption 8:

Knowing a word means knowing many of the different meanings associated

with a word.

Carter's seven characteristics of vocabulary knowledge include:

Characteristic 1:

It means knowing how to use it productively and having the ability to recall it for active use, although for some purposes only passive knowledge is necessary and some words for some users are only ever known passively.

Characteristic 2:

It means knowing the likelihood of encountering the word in either spoken or written contexts or in both.

Characteristic 3:

It means knowing the syntactic frames into which the word can be slotted and the underlying forms and derivations which can be made from it.

Characteristic 4:

It means knowing the relations it contracts with other words in the language and with related words in an LI as well.

Characteristic 5:

It means perceiving the relative coreness of the word as well as its more marked pragmatic and discoursal functions and its style-levels.

Characteristic 6:

It means knowing the different meanings associated with it and, often in a connected way, the range of its collocational patterns.

Characteristic 7:

It means knowing words as part of or wholly as fixed expressions

conveniently memorized to repeat - and adapt - as the occasion arises.

Anderson and Freebody (1981) use the two aspects in a discussion about the role of vocabulary knowledge in reading comprehension, then they define the two aspects. They say that “it is useful to distinguish between two aspects of an individual’s vocabulary knowledge. The first may be called “breadth” of knowledge, by which we mean the number of words for which the person knows at least some of the significant aspects of meaning. ... [There] is a second dimension of vocabulary knowledge, namely the quality or “depth” of understanding. We shall assume that, for most purposes, a person has a sufficiently deep understanding of a word if it conveys to him or her all of the distinctions that would be understood by an ordinary adult under normal circumstances”.

2.3 Textbook

According to Oxford Advanced Learner’s Dictionary, a textbook is defined as “a book that teaches a particular subject and that is used especially in schools and colleges” (OALD, 2000, p. 1238 as cited from Biljana 2016). A textbook is a manual of instruction or a standard book in any branch of study. They are produced according to the demand of the educational institutions. Textbooks are usually published by one of the four major publishing companies. Although most textbooks are only published in printed format, some can now be viewed online. Hutchinson and Torres (1994, p. 315) state that “the textbook is an almost universal element of (English language) teaching. Millions of copies are

sold every year, and numerous aid projects have been set up to produce them in (various) countries... No teaching-learning situation, it seems, is complete until it has its relevant textbook.” Sheldon (1988, p. 237). Textbook is a teaching tool (material) which presents the subject matter defined by the curriculum so, a textbook is the most common information source used in the classroom.

In the teaching-learning process, textbook plays a significant role dealing with the material which will be delivered to the learners. A textbook is a book whose purpose is for “instructional use”. Textbook are also used as a supporting teaching instrument. In Cunningsworth’s view (1995, p. 7), the roles of textbooks are identified as:

1. an effective resource for self-directed learning and self-study
2. a valuable resource for presentation material (written and spoken)
3. a source of ideas and activities for learner practice and communicative interaction
4. a reference source for students
5. a syllabus
6. a support for less experienced teachers to gain confidence and demonstrate new methodologies.

In the last, Gray (2000) defines textbooks as “ambassadorial cultural artifacts” (Gray qtd. in Litz, 2005, p. 7) and says that students can improve their language skills by using them as a useful means in order to stimulate discussions and cultural arguments.

2.4 Review of Related Study

Many previous studies have promoted the aspects of vocabulary knowledge for certain purposes. Gu (2017) explores the effect of breadth and depth of vocabulary knowledge, on two types of reading comprehension tasks, on Chinese English learners. The results of the study showed that both breadth and depth of vocabulary knowledge make contributions to reading comprehension; the breadth of vocabulary knowledge has a greater predictive power on multiple-choice reading comprehension than the depth of vocabulary, while vocabulary depth was the stronger predictor of post-reading summary writing.

Karakoç and Köse (2017) seek the impact of vocabulary knowledge on reading, writing and proficiency scores of EFL learners. The results revealed that the student's receptive vocabulary knowledge was larger than their productive vocabulary knowledge. It was also found that the contribution of vocabulary knowledge to the foreign language performances of reading, writing and proficiency was significant.

Uchihara and Saito (2016) investigated the extent to which L2 learners' productive vocabulary knowledge could predict multiple dimensions of spontaneous speech production. The findings showed that the productive vocabulary scores significantly correlated with L2 fluency, but not with comprehensibility or accentedness.

Webb (2015) investigated the effects of receptive and productive vocabulary learning on word knowledge. Five aspects of vocabulary knowledge—orthography, syntax, association, grammatical functions, and meaning and form—

were each measured by receptive and productive tests. The first experiment showed that, when the same amount of time was spent on both tasks, the reading task was superior. The second experiment showed that, when the allotted time on tasks depends on the amount of time needed for completion, with the writing task requiring more time, the writing task was more effective.

Apart from the mentioned researches on second language vocabulary acquisition of receptive and productive vocabulary knowledge also relates with breadth and depth of vocabulary knowledge to English language skill. As we know that, the major representation of vocabulary can be found in English language textbook as a teaching material and a supportive media to increase the English language learner's ability, so experts' evaluation is worthy of notice. Research into English language textbook content is important to be conducted. For example, Nordlund (2016) do a comparative analysis of English textbook. The analysis comprises comparisons of the vocabulary component in the teaching materials and examines the extent to which words adjectives, nouns and verbs recur in the books. The study shows that variation in vocabulary is considerable in individual books, within a series and between the two series; all textbooks contain a high proportion of one-time and low-frequency words.

According to Harwood (2014). It is important to study textbooks at three different levels –the levels of content, consumption, and production. At the level of content, we can investigate what textbooks include and exclude in terms of topic, linguistic information, pedagogy, and culture. Unlike studies of content, which analyses textbooks outside the classroom context, at the level of

consumption we can examine how teachers and learners use textbooks. Finally, at the level of production, we can investigate the processes by which textbooks are shaped, authored, and distributed, looking at textbook writers' design processes, the affordances and constraints placed upon them by publishers, and the norms and values of the textbook industry as a whole.

Studies of content also did by Brown (2010) and Sundquist (2015). The analyses textbooks conducted by both researchers are based on Nation 2001 about aspects of vocabulary knowledge. But Brown (2010) developed a clearer description of each aspects of Nation's list about what aspects to knowing a word. Brown (2010) applied Nation's (2001) framework to the analysis of textbook vocabulary exercises. Using Nation's definitions for nine aspects of word knowledge, Brown found that textbooks give most attention to form and meaning of words, then second position is in grammatical function and spoken form. The other six aspects of word knowledge, including characteristics like written form (spelling), associations, collocations, and constraints on use, were minimally covered in the nine beginning, pre-intermediate, and intermediate English language textbooks that he analyzed.

Unfortunately, it is found that only Sundquist (2015) continues and manage this important study. The study uses data from five beginning-level textbooks of German as a foreign language that are widely used at American universities to examine which of these aspects of vocabulary knowledge are addressed in textbook activities. The results show the same of the most finding analysis of textbook activities with previous study held by Brown (2010). But the

results pay no attention to other aspects, such as collocations, word parts, and concept and referents.

There was no more research presented and the absence of many future researches that usefully to compare the difference findings of contemporary English language textbook was really need to be filled. For that reason, the researcher implies the nine different aspects of vocabulary knowledge (Nation, 2001) to examine which of these aspects of vocabulary knowledge are addressed in textbook activities.

If many researches is dominated with the investigation of the effect, impact of vocabulary knowledge on some object study, they will exactly found what aspect actually is the important one. Here, We know that the researchers use vocabulary knowledge as the predictor of students' skill and ability. Different with this research, the writer give attention to the used of vocabulary knowledge itself in the content of textbook as the main place of all aspect knowledges. Without lifting the importance of breadth and depth or receptive and productive of vocabulary knowledge, the focus on analyzing nine aspects of Nations' vocabulary knowledge in the textbook will led to evaluate the content of English textbooks especially for Senior High School level. By the result of this study, each aspect of Vocabulary knowledge will be take proportionally in the textbook.