

CHAPTER II

LITERATURE REVIEW

This chapter present literature review describe about theoretical framework and previous studies.

A. Theoretical Framework

1. The definition of Vocabulary

People can speak English when they have enough memories of English vocabularies. It might be the reason for vocabulary teaching is important. The second one is that persons' knowledge about vocabulary meaning is related to the intensity that vocabulary to be used. The last reason is that a word can be associated to the other words.

It means that it can help learners to improve their vocabulary. For those who improve their vocabulary frequently, they must be ready to apply the language they learned in listening, speaking, reading, or writing skills. At all times the school must emphasize understanding by teaching the proper use of words.

According to Richard and Renandya (2002), the difficulties include those in generating and organizing ideas using an appropriate choice of vocabulary, sentence and paragraph organization and putting such idea into an intelligible text. Jackson and Amvela (2000:11) say

that the terms of vocabulary, lexis, and lexicon are synonymous. In addition, Richards and Schmidt (2002 : 580) state that vocabulary is a set of lexeme, including single words, compound words, and idioms. Those the element that the English learners should learn in order to master English well besides the other English component and skills.

The vocabulary of language always changes and grows. As life become more complex, people devise or borrow new words to describe man's activities. No one knows exact numbers of words in the English vocabulary today. From the interpretation above, we can conclude that vocabulary is the core component of language proficiency that consist of a set lexeme, including single words, compound words, idioms, provides much of the basis for how well learnes speak, read, listen, and write and has similarities with the term 'lexis' and 'lexicon'.

In language learning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to make the students have a good language proficiency in language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, they will get the better skill that can be reached in using language.

Talking about vocabulary, (Kamil and Hiebert, 2005 : 2-3) define vocabulary as knowledge of words and words meaning in both oral

and print language and in productive and receptive forms. More specifically, they use it to refer to “ the kind of word the students must know to read increasingly demanding text with comprehension.”

Meanwhile, according to Cameron (2001), vocabulary is not simply about learning words, but it is actually much more than that. It is also about learning chunks and finding words inside them.

From the definition above, it can be concluded that vocabulary is the knowledge of words and word meanings. It is about the words in language used to express meaning. Therefore, learning vocabulary is a crucial matter in developing their English.

2. Vocabulary Mastery

Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. A person said to “know” a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that 13 in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

According to Johnson (2000: 16), vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent

word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

From the definitions above, it can be inferred that learners should master the words of the language because language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

3. Kinds of Vocabulary

According to Nation (2001), there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. One's listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary.

Therefore it can be concluded that vocabulary can be presented in four units. They are reading vocabulary, listening, and vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. 20 Speaking vocabulary includes the words people used in their daily life and conversation. The last writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

4. Teaching Vocabulary to Teenagers

Teaching English to teenagers is different from teaching English to adult learners. The teenagers have special characteristics (Brown: 2001). First, the operational thought of the teenagers is increasing.

They can solve the 25 problems with logical thinking. Second, attention spans of the teenagers are lengthening. This is as a result of intellectual maturation of the teenagers. Third, the teenagers still need varieties of sensory input. Other characteristics of the teenagers are they have a very high ego and self-image and are very sensitive. The last characteristics of the teenagers are they are more and more becoming adult like, so the teachers have to be careful in teaching them. Teenagers are easy to get bored with the lesson compared with adult learners. They need colorful pictures and information that are relevant with their world.

Teaching English vocabulary to teenagers needs an extra work and appropriate teaching method which is adjusted to the students need. Therefore, the teachers should be creative in finding interesting ways to teach vocabulary.

5. Total Physical Response in Teaching Vocabulary

In the classroom the teacher and students take on roles similar to that of the parent and child respectively. Students must respond physically to the words of the teacher. Total Physical Response (TPR) can be used to practice and teach various things. It is well suited to teaching classroom language and other vocabulary connected with action. It can be used to teach imperatives and various tenses and aspects.

Total Physical Response (TPR) is largely about movement. By physically moving to learn verbs and even nouns, learning increases and stress decreases. However, it is recognized that Total Physical Response (TPR) is most useful for beginners, though it can be used at higher level where preparation becomes an issue for the teacher. It does not give students the opportunity to express their own thoughts in a creative way.

The following are the steps in using Total Physical Response (TPR) for teaching :

1. Aspect of meaning
 - a. Teacher explains in native language about the rules of Total Physical Response (TPR), that is student just listen and need not to speak at the first. They have to act out the commands from the teacher.
 - b. Teacher asks some volunteers to come to the front of the room and sit with her/him in chairs that are lined up facing the other student. Other students listen and watch.
 - c. Teacher give various commands beginning with verbs while doing them together with the volunteers, for example : “swim” (use both hand and do something general like a butterfly free stroke in the air).
 - d. Teacher allows the volunteers to do the instructions and she/he remain seated.

- e. Then, teacher asks one of the volunteers to perform the instructions alone.
- f. Teacher approaches the other students who have been sitting observing her/him and the volunteers and gives the same commands.
- g. The students follow the teacher's action.
- h. After the students master the instruction, the teacher gives the new one as steps above.
- i. Teacher turns to the rest of the class and gives the commands randomly to the students.
- j. The last step, teacher writes the new commands on the blackboard. Each time she/he writes a command, she act it out.
- k. The students copy the sentences from the blackboard into the notebooks.

Using Total Physical Response (TPR) in the teaching vocabulary can be fitted to the real situation in the classroom. Sequence steps above are needed to make the students understand the new vocabularies given. To be said knowing vocabulary, students have to know the meaning, the spelling, the pronunciation and the use of the words. In order to equip the students in those four aspects, teacher might add more steps after students understand the meaning. The following are additional steps, to teach aspect spelling, aspect of

pronunciation, and aspect of using the words, that are actually elaboration of previous steps to teach vocabulary holistically :

1. Aspect of spelling

- a. The teacher asks the students to write the instructions on the board.
- b. The teacher asks volunteers to spell the words along with her/him
- c. The teacher asks the students randomly to spell the words alone.

2. Aspect of pronunciation

- a. The teacher asks a students to be instructor.
- b. Then, the first student who becomes instructor gives intructions to the second student.
- c. From the first student, teacher can check the pronunciation, and from the second student, teacher can check whether the meaning is correct.

3. Aspect of using words

- a. The teacher asks the student to make new imperative sentences spoken or written using the same words on the board.
- b. The teacher asks the tudents to practice using their sentences.

B. Previous Studies

The studies concerned with the improving student vocabulary by using Total Physical Response (TPR) method have been done by some researchers, one of studies was done by Nining Pujiningsih at Universitas Sebelas Maret (2010), Fury Syatriani at Universitas of Tanjungpura Pontianak (2013). They observed about Improving Student Vocabulary by Using Total Physical Response (TPR), they found that the teaching vocabulary by using Total Physical Response (TPR) method could help improvement students vocabulary especially in understanding the meaning of words when the teacher gave the words to them. They can show the words by responding the command when they did Total Physical Response (TPR).

They were researched by using classroom action research, this method can improve the mastery on English vocabulary. She suggest that the teacher can use this method because it can attract students to understand English vocabulary very well. And then we can use media in Total Physical Response, it makes students interested in teaching and learning process.