

II. FRAME OF THEORIES

This chapter discusses about concept of vocabulary, concept of teaching vocabulary, concept of learning vocabulary, concept of noun, concept of verb, concept of adjective, concept of adverb, concept of clustering technique, procedures of teaching using clustering technique, advantages and disadvantages of teaching using clustering technique, theoretical assumption, and hypothesis.

2.1 Concept of Vocabulary

Vocabulary is considered as the most important part in learning a language. With a limited vocabulary anyone can also has a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Napa (1991:6) says that vocabulary is one of the language components and that no language exists without words. Through this statement it can be inferred that the more words we learn, the more ideas we could have, so we can communicate the ideas more effectively. Through vocabulary, people can exchange their thought and ideas.

According to Hughes (2003:179) vocabulary supports language skills such as listening, speaking, reading, and writing, and it must be mastered when learning a

foreign language like English. It means that vocabulary knowledge is a basic knowledge for learners to learn the four English skills that learners have to comprehend and use well both in written and spoken language.

Troike (1976:19) also states that acquiring an adequate vocabulary is the most obviously important need in learning a second language, so by mastering a great amount of vocabulary, it can be easy for the students to learn foreign language. Furthermore, Hornby (1995:1331) mentions that vocabulary is the total number of words in a language known to a person or used in a particular book, subject, etcetera.

Dealing with the idea above, teaching and learning vocabulary is important because when we teach certain language skills to the learners, we teach our students' vocabulary at the same time too. Therefore it is important for the teacher to create some ways in teaching and learning vocabulary. In this case, the teachers do not only present the material but also make the teaching and learning process alive and enjoyable in order to make the students understand the lesson easily. By mastering a great number of vocabularies it is hope that the students to learn a foreign language and use it for communication.

Referring to the explanation above, the teacher needs an appropriate technique to achieve the success in teaching vocabulary. The teacher must be able to choose the words correctly because vocabulary is important to be learnt. It also makes the students easier to understand. Therefore the teacher should be aware that learning vocabulary is not only to memorize the words, it should be taught in meaningful content and practice to communicate.

According to Fries (1974:38) vocabulary is the essential area of language learning. Therefore, students must learn vocabulary well so they are able to master the language. By mastering a great number of vocabularies, the students can learn foreign language easier. There are some types of vocabulary in English, Fries (1974:45) classifies English words into four groups namely:

1. Content words represent:

a. Noun, the name of objectives or things. According to Frank (1972:6) based on the meaning, noun can be classified into five types, proper noun (*Independence Day, American, Jakarta, Mr. Kevin Jones*), concrete nouns (*owl, cab and box*), abstract noun (*happiness, beauty*), countable noun (*plates, bowls*), uncountable noun (*salt, dust*), and collective noun (*group, class, crew*). Here are the examples of those above types.

Jakarta is the capital city of Indonesia.

I saw an owl on the roof of your house.

Her happiness can make me smile.

My mom asked me to wash some plates.

The next group will present about Korean Wave.

b. Verbs, the name of action done by someone or by things. Frank (1972:47) mentions that verbs can be classified into five types. Those are the predicative or linking verb (*be, seem, look*), transitive verbs (*see, eat*), intransitive verbs (*sleep, walk*), reflexive verbs (*express oneself, wash oneself*), auxiliary verbs (*be, am, is*), and finite and infinite verbs, e.g:

You look so pale. Are u okay?

I see Anna every Sunday in the garden.

She sleeps in the class.

Brandon is the best dancer.

c. Adjective, the name of qualities of the things. Frank (1972:109) categorizes the types of adjectives into : determiners (*the, a, an*), demonstrative adjectives (*this, that*), possessive adjectives (*your, my, the boy's*), numeral adjective (*three, sixty, second, eleventh*), adjective of indefinite quantity (*some, few*), relative and interrogative adjective (*whose, which*), descriptive adjectives (*a Catholic Church, a French Dish*), participle adjective (*an interesting game, a bored student*), and adjective compounds (*a never-to-be-forgotten plot, a good-looking guy, absent-minded, a wall-to-wall carpet*). Here are the examples of above types:

He makes a cake for Icha's birthday.

She wants to make her parents proud.

Super Mario is an interesting game.

Rina will conduct her research at the second grade of SMA N 1 Natar

My mom cooks a French Dish for dinner.

d. Adverbs, the way of action done. Frank (1972:148) summarizes the category of the adverbs into five, adverbs of manner (*loudly, freely*), adverbs of place (*inside, there*), adverbs of time (*next month, last week*), adverbs of frequency (*often, seldom*) and adverbs of degree (*completely, very*) e.g:

You can draw everything freely.

He puts some lotteries inside the box.

I will visit my grandmother next month.

We seldom go to the beach.

My brother is very afraid of dog.

2. Function Words are those words, that are used as a means of expressing relation of grammar or structure, such as conjunctions (*but, and, however*), e.g:

I love him so much, but he hurts me. (*conjunction*)

Taufiq and Rina went to the beach.(*conjunction*)

3. Substitute words are those that represented individual thing or specific action as substitutes for whole from classes of words (*anyone, anybody, somebody, someone*), e.g:

We have to be friendly to everyone.

She will give a chocolate to someone special.

4. Distributed words are those distributed in use according to grammatical matter as presence or absence of negative such as *any, either, too* or yet.

You are forbidden going to the beach and neither am I.

Budi cannot answer the test and I don't either.

Based on the statements above, the researcher considers that vocabulary is words that have meaning each and can be used to transfer the message from the speaker/writer for the listener/reader in the communication network and vice versa both in oral and written communication.

Vocabulary is important in case it could help the students to enjoy their classes.

One who masters enough vocabulary will find fewer difficulties than those who

have fewer vocabularies. When they read a certain text, they can easily get the information from it since they can understand every word in the text. On the other hand, those who lack of vocabulary can face a lot of problems. Mastery of vocabulary can be useful for the process of achieving language- teaching objectives. That is the mastery of language skills (Listening, Speaking, Reading, and Writing).

If we want to communicate with others in certain language, we must master the language they belong to especially to know enough vocabulary of those language. Zhihong (2000) says that words are the basic unit of language from supports it. Without vocabulary, one cannot communicate to effectively or express idea. He also states that having a limited vocabulary is also a barrier. Furthermore, Nation (2003) learners see vocabulary as a very important part of language learning and often use it to measure their progress or lack of progress. By taking an informed, balanced and systematic approach to vocabulary teaching, teachers can help learners achieve better results and feel happy about their progress.

According to the statement above, it can be concluded that vocabulary is vital in learning the language. One cannot communicate effectively if they lack of vocabulary. The more vocabulary he/she gains, the more skillful the language he/she can perform. As stated by Burton (1982:98) the large number of vocabulary help us to express our ideas precisely and vividly. So, the quality of the student's language depends on the number of vocabulary they have.

In this research, the researcher focused her attention on the vocabulary that were classified into content word because the vocabularies of real objects, occupations,

and sports are included in this group, especially nouns (water, fisherman, ship, etc), action words (teach, kick, etc) and adjectives (beautiful, shallow, deep, etc). Besides, content words are able to be associated well in the classroom. While other types of words, such as function word, substitute word, distribute word cannot be associated well since they are limited in meaning.

2.2 Concept of Teaching Vocabulary

Vocabulary is an important key in learning language. Allen and Vallette (1977: 147) states that the application of better way of teaching vocabulary can be meaningful and useful, and the students can find it easier to understand the words which are taught and they can also increase them well. Therefore teaching vocabulary shall be taken into account and the strategy used must be considered too.

Nation (1986:18) states the teaching of vocabulary is the most teachers take for granted today that the meaning of the words must be taught in the context from a list of unrelated words. It is true that in mastering vocabulary means having ability in understanding the meaning and the ways of using them in context.

According to Bismoko (1976:64) the vocabulary that would be taught to beginners should meet these reasons:

1. Must be frequently used by native English speaker.
2. Must include structural words.
3. Must be useful in any countries and situations.

4. They include the words which are most useful in explaining the meaning of other words.

5. They include the words which are useful because other words can benefit from them.

These ideas are relevant to Nation (1974:18) who says that when a teacher teaches a word, she or he has to teach three things:

a. Teach the shape, or form of the word; pronunciation

The teacher can do this activity by spelling the letters of the words loudly and the students repeat it. It can be applied for teaching how to pronounce those words correctly, the teachers be the first then the students followed.

b. Teach the meaning of the word

The teacher can use the sentences that have relation to the word both the meaning and the uses, so that the students can guess the meaning of vocabulary those are taught. For the example, the teacher gives the clue with its function.

c. Teach the use of words

The teacher may provide the sentences that using the target words, then the students can identify the function or the uses of the word based on its position or domain in the sentences.

Nowadays, teaching vocabulary shall be done contextually. The English teacher shall recognize what vocabulary can be presented related to the teaching process. Most of the techniques and methods developments seem to have similar purpose

that is to motivate and to increase students' vocabulary achievement. In this view by using suitable media in teaching vocabulary, it enables students to learn well.

Based on the view above, in the process of teaching vocabulary, the English teacher shall be able to find and use appropriate technique that at least covers the three things above. In this research, the researcher used writing vocabulary element to teach the words, such as sea, policeman, teacher, computer, etcetera.

2.3 Concept of Learning Vocabulary

Learning a language means learning thousands of vocabulary items. The essential part of the language learning is the lexicon or vocabulary of the language (Finochiaro, 1964: 68). This theory emphasizes that there is no language learning without vocabulary learning. Vocabulary must be learned correctly when one learns language, if not he learns nothing.

Everyone has his or her own way of learning vocabulary. For some people, random word lists seem to be the most appropriate, usually with a translation into the mother tongue. Some learners can find it effective to use vocabulary exercise in order to acquire new vocabulary, while others vocabulary cards and regularly test themselves to check whether new items have been learnt. All of these methods are effective in their own right and with suit different individual in different ways.

Based on the statement above, there are strategies that the learners can use to cope with the new vocabulary. Scott (2003) says that there are five basic instructional methods for learning vocabulary. These methods are:

1. Definitional methods include anything where a student is given a word and a definition. The student may be given a list of words and have to look them up in a dictionary, or the teacher may simply give an oral definition for new vocabulary words, without discussing the meaning beyond the definition.

2. Contextual methods of vocabulary instruction ask students to create a meaning for a word based on the rest of sentence paragraph. This instructional method also teaches students how to use a new vocabulary word in the right context by writing original sentences using the new word.

3. Organizational or semantic framework instruction is where the students learn relationship between and among similar words. This type of instruction includes the use concept maps, semantic maps, and other graphic organizers.

4. Mnemonic instructional methods make use of visual images as a way to help students learn and remember new terminology. Instead of memorizing abstract definitions, students are encouraged to picture something that helps them associate a word with a meaning.

5. Structural methods of vocabulary instruction shows students how to look at the parts of the word for clues about what the word means. They are taught to look at root words, suffixes, affixes, and prefixes.

All of the ways above can be used in teaching-learning vocabulary process, but in this research the researcher used the definitional method and organizational method. Definitional Method is the method of giving a word and its definition to the students, for example, the teacher gives the students a list of words and ask them to look up those words in a dictionary, while organizational method is the

method for learning relationship between and among similar words, for example, the use of concept maps and semantic maps. The researcher used those two methods because the researcher assumes that by this learning method, the students will be much easier to memorize the vocabulary and also they can understand more about the meaning if they meet the words in the context.

2.4. Concept of Noun

Noun is the name of thing, something or subject. According to Frank (1972:6), based on the meaning, noun can be classified into five types:

Proper noun (Mr. Kevin Jones, Independence Day, Jakarta, Irish Man)

Concrete nouns (owl, cab and box)

Abstract noun (happiness, beauty)

Countable noun (*plates, bowls*)

Uncountable noun (*salt, dust*)

Collective noun (group, class, crew)

Based on the explanation above, noun can refer to all of things either the abstract or concrete thing those are in our environmental. Related to the previous theory, the researcher assumes that abstract nouns are the things that cannot be touched and cannot be seen (ex. vision, mind, possibility, feeling). While concrete nouns are the things those can be touched and seen (cab, table, mirror, plate, etc.)

2.5 Concept of Verb

Verb is the name of action. According to Frank (1972: 47) restated by Rosie Renata (2011: 9) mentions that verbs can be classified into five types, those are;

The predicative or linking verb (*be, seem, look*)

Transitive verbs (*see, eat*)

Intransitive verbs (*sleep, walk*)

Reflective verbs (express oneself, wash oneself)

Auxiliary verbs (*be, am, is*)

Finite and infinite verbs

2. 6 Concept of Adjective

It is the name of qualities of the things. Adjective also can function to describe word (noun). Generally, adjective can be classified into four types;

Attributive adjectives, adjectives that modify noun (ex: *beautiful flower*, “*beautiful*” precedes “*flower*”)

Predicative adjectives, adjectives that are linked via copula or other mechanism to the noun or pronoun that they modify (ex: *she is worry*, “*worry*” modifies “*she*” and connected by “*is*”)

Absolute adjectives, adjectives that modify subject of a sentence, noun, or pronoun they are closest to (ex: *the girl, does not know whoever goes to canteen, busy with her paper*)

Nominal adjectives, adjectives that act almost nouns (ex: *driving with the old*, “*the old*” is nominal adjective means “*that which is old*”)

Frank (1972: 109) categorizes the types of adjectives into:

Three determiners article (*the, a, an*)

Demonstrative adjectives (*this, that*)

Possessive adjectives (*your, my, the boy's*)

Numeral adjective (three, sixty, second, eleventh)

Adjective of indefinite quantity (*some, few*)

Relative and interrogative adjective (*whose, which*)

Descriptive adjectives (a Catholic Church, a French Dish)

Participle adjective (an interesting game, a bored student)

Adjective compounds (a never-to-be-forgotten plot, a good-looking guy, absent-minded, a wall-to-wall carpet)

2.7 Concept of Adverb

Generally, it is the way of the action done or modifies the verbs. Besides, adverb also can modify an adjective (*quite good*) and modify another adverb (*very carelessly*)

According to Frank (1972: 148) summarizes the category of the adverbs into five:

adverbs of manner (*loudly, freely*)

Adverbs of place (*inside, there*)

Adverbs of time (next month, last week)

Adverbs of frequency (*often, seldom*)

Adverbs of degree (*completely, very*)

2.8 Concept of Clustering Technique

Macdonald and Macdonald (1996:34) say that Clustering Technique is a type of free associated listing. It begin with a core word, a word that acts as a materials stimulus to make the writer come up with related terms that branch out from the

center term. On the term leads to another and another to create a complex network of diverse ideas, all related back in the same way to core stimulus word.

Clustering Technique actually a pre-writing technique used in developing an idea in paragraph writing. Clustering is a type of free-associated listing. According to Nation (1990:97) Cluster is words grouped around a central point when new words are met, they can be fitted into the most suitable place in the cluster, and this always provides good opportunity for revising related words. Therefore Clustering Technique is the technique that can be used to improve access to the vocabulary which means that the aim of this technique is at increasing the association that learners make with words by being encouraged to think of words of related meaning and make it in kind of bubble diagram.

Moreover, Nation (1990:99) gives example of clustering as we can see in the figure below. The topic is Real Object.

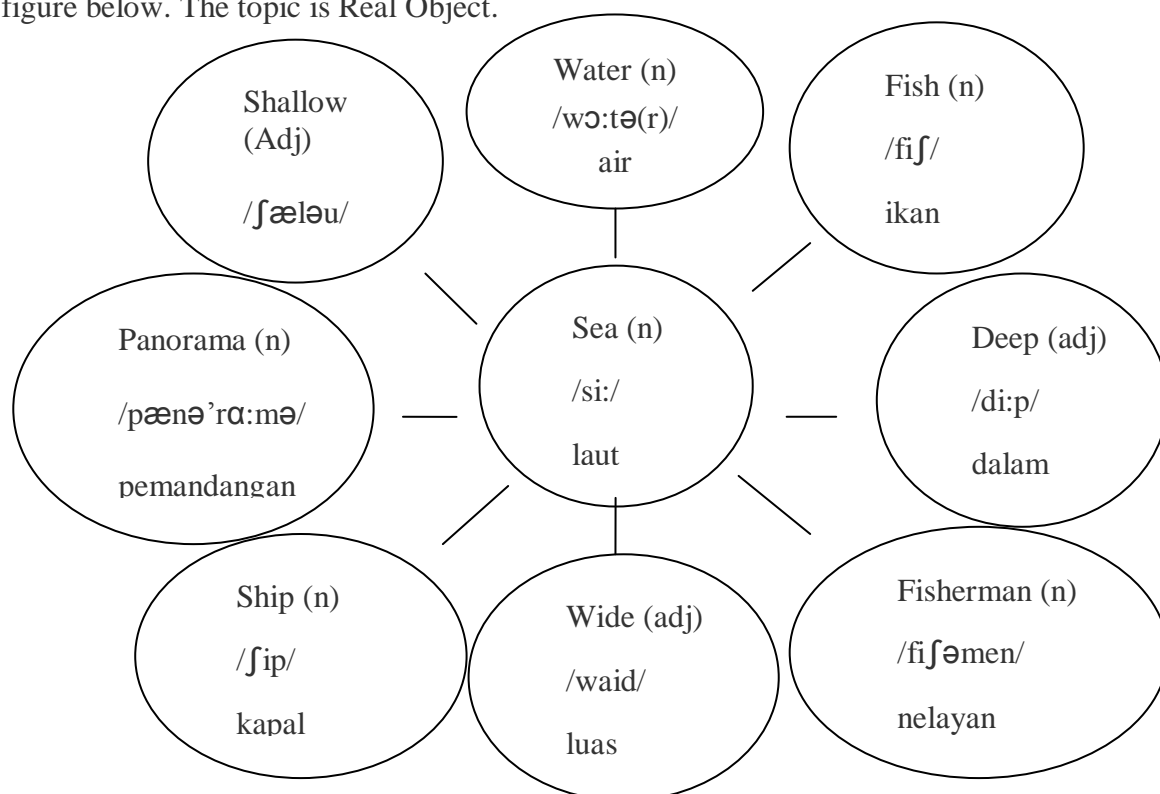


Figure 1. The Example of Cluster

The figure above explains that the words around the central word have relation with the central word. For example the central word in that figure is heat, the questions linked to the new vocabulary in the center of the graphic organizer to help the student relate the term to existing knowledge are: *What is the unit of sea?* The answer: *water* is the unit of sea, and then *what is the other relation word of sea?* The answer: *fish, fisherman* and *deep*. Every sea has *fish* inside and *fisherman* usually comes to sea to go fishing.

Beside that Sinaga (2007) states that in clustering technique students have chance to show their ability to develop a certain knowledge given, connect it with other connected words and put in form of cluster. By using Clustering Technique the students are actively involve in making a connection between context clues given and existing vocabulary they have in their mind and then they have to make the whole words in a kind of bubble diagram which showing the connection new word and remain words. According to Sinaga's research in 2007 shows that Clustering Technique can improve the result of students' achievement from the mean 40,63 to 67,25 (27%) while Verbal presentation technique can only improve students' achievement from the mean 41.50 to 60 (19%).

Supported by Sitorus (2009) Clustering Technique is a technique where we asked the students to develop linking words based on the target word and put the word in a kind of bubble diagram. Clustering Technique can create connections from known vocabulary to new vocabulary as well as active learners' experimental by conceptual background in vocabulary development.

According to the explanations above it can be put forth that clustering is a technique for developing the target words into new words related to them and put them into bubble diagram. Clustering Technique seems to be important to find out the new words, so that they can recall and remind the vocabulary that they have learnt. By implementing clustering technique in learning the vocabulary, students can develop their vocabulary by clustering them with the linking word.

2.9 Procedures of Teaching Using Clustering Technique

Teaching English vocabulary through Clustering Technique can be done by having the following general procedures:

Pre-activity

1. the teacher greets the students
2. The teacher introduces the topic by giving triggering questions to the students.

For example: real objects, occupations, and sports

- While-activity

3. The teacher gives the list of the words to the students.

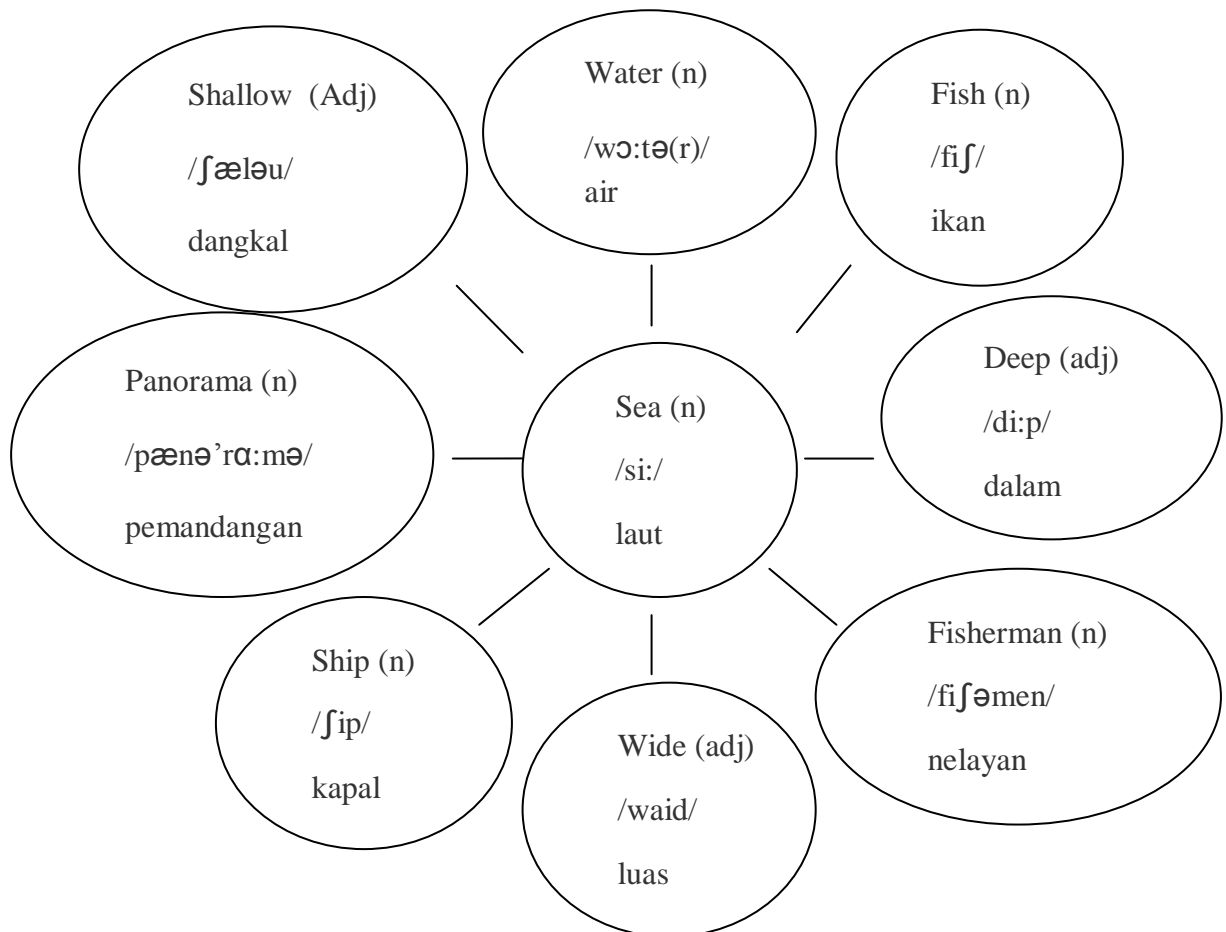
For example:

Forest	River	Flower	Season
Mountain	Star	Dog	Teacher
Sun	Doctor	Computer	Food

4. Then, the teacher shows an example how to make a clustering by writing target word in the whiteboard and develop it into complete clustering.

For example: Sea

Then the teacher asks the students to mention the words related to the real object mention above.



5. The teacher divides the class into eight groups.

6. The teacher gives different target words to each group and asks them to make their own clustering on the paper given.

7. After having their own clustering students are asked to come to the front of the class and write their own clustering on the whiteboard.

8. After that, the teacher checks the spelling of the words and asks them to mention the meaning of the words orally.

9. The teacher gives example of sentences using some of the target words of those clusters written on the blackboard.

For example:

- a. Sea is a beautiful panorama.
- b. The fisherman goes to sea to get fishes.
- c. There are many birds flying on the ship.

10. The teacher asks the students to make sentences orally based on the rest of target words of the clustering written on the blackboard.

- Post-activity

11. The teacher gives chance to address question about the topic they have learnt that day.

12. The teacher closes the meeting.

2.10 Advantages and Disadvantages of Teaching Vocabulary Using Clustering Technique

1. The Advantages of Clustering Technique

- Students are able to relate the new vocabulary to other terms and concepts they are already familiar with, thus helping them to incorporate the new vocabulary into their knowledge base.

- Students are able to connect new word to what they already know before.
- Clustering Technique provides a chance of maintaining a high level of interest and motivation of students in learning process.
- Clustering Technique can help the students to organize the students mind.
- Clustering Technique is able to help the students to expand or develop the vocabulary.

2. The Disadvantages of Clustering Technique

- It can be time consuming because of the complex steps of activities.
- The class might be noisy because dialogue or discussion happens during learning for all groups in class.
- The class needs more control because teacher do not teach directly or just monitor. Actually, the teacher position is changed by leader of each group.
- Students may find difficulties in expressing the stimulus word or linking because their vocabulary is still limited.
- Not all students could think fast and express the words that have connection from the main word.

2.11 Theoretical Assumption

In teaching vocabulary, there are some techniques that can help the teacher to reach the aim of teaching learning process. For this clustering technique is chosen as the technique in teaching vocabulary.

Vocabulary is the focus of language. It is in words that sounds and meaning interlock to allow us to communicate with one another, and it is a word that we arrange together to make sentences, conversations, and discourse of all kinds.

Teaching vocabulary is important. The objective of teaching vocabulary is more than memorizing the list of words. The students have to understand the meaning of the word, how to pronounce them and how to use them in sentences in daily life.

Through clustering technique, the students can give high attention to learn a new vocabulary because they are actively involved in making a cluster of the words so that it can enrich their vocabulary. Therefore, clustering technique may be an effective and interesting technique in teaching vocabulary. So that it can help the students in learning vocabulary and the student's vocabulary skill are expected to be increased.

2.12. Hypothesis

Regarding the theories and assumption above, the researcher would like to formulate hypothesis as follow:

1. There is significant increase of students' score after being taught using Clustering Technique at SMA Negeri 1 Natar.
2. There is difference among the students' achievement of every topic.