II. LITERATURE REVIEW

This chapter consists of the concepts that the researcher uses in this research. By referring to the concepts coming from some experts and previous research related to the topic, the researcher formulates her assumption. The writer wishes that those concepts may contribute well for the finding of the research.

A. Concept of Vocabulary

Vocabulary is an inseparable part of any language learning process. It would be impossible to learn a language without vocabulary. Without vocabulary speakers cannot convey meaning and communicate with each other in a particular language. According to Mehrpour (2008) learning a second or foreign language mainly involves learning the sound system, grammar, and vocabulary of that language. Vocabulary learning by far plays a very crucial role in learning another language. Further, he states that second or foreign language learners who possess good word power or knowledge of vocabulary are usually more successful language learners. Relevant to this statement, Luppescu and Day as cited in Mehrpour (2008) says that there is usually a positive correlation between one's knowledge of vocabulary and his/her level of language proficiency.

Stahl in Diamond and Gutlohn (2006) puts Vocabulary is the knowledge of a word not only implies a definition, but also implies how that word fits into the world. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Learning, as a language-based activity, is fundamentally and profoundly dependent on vocabulary knowledge. Concerning this matter, Lehr (2005) states that vocabulary is knowledge of words and words meaning. He suggests that words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. He also implies that word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak and write. In other words, he states that vocabulary is the knowledge of words meaning in both oral and print language and in productive and receptive forms.

Vocabulary is one of the language aspects that has to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, reading, and writing besides grammar. A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she has enough vocabulary and has a capability of using it accurately. Burton (1982) states that without a large vocabulary, it is impossible to use English language precisely and vividly. According to Collier (1971) when a student has mastered the fundamental

grammatical patterns of language, his next task is to master its vocabulary, or at least vocabulary that he needs.

There are some types of vocabulary in English. Fries (1970) classifies English words into four groups, they are:

a. Content words

Content words represent the name of subject or things, that is concrete nouns (table, book, window), action done by with these things, that is verbs (sing, cook, read), and the quality of these things, that is adjective (bad, handsome, happy)

b. Function words

Functions words are words which are used as a means of expressing relation of grammar structure, such as conjunction (and, however, but), article (a, an, the), auxiliaries (do, does, did).

c. Substitute words

Substitute words are those, which represent the individual things or specific action as substitutes for whole from classes of words, that is, identifies (anybody, anyone).

d. Distributed words

Distributed words are those which are distributed in use according to grammatical matter as presence of a negative, such an, either, too, or, yet.

In this research the writer focuses on the content words which are found in the text of descriptive and recount text based on the students' hand book.

According to the statements above, the writer assumes that vocabulary is the basic element of a language. Vocabulary plays an important role and can not be separated in language learning process. An adequate vocabulary may enable the message to be expressed clearly. Therefore, in order to help the students master a new language, they have to master an adequate number of vocabularies. In another term, it can be said that the quality of the language performance depends on the quality of their vocabulary. The more and the better vocabulary they gain, the more skillful the language they can perform.

B. Concept of Vocabulary Teaching

Traditionally, vocabulary has not been taught in a particular subject, but has been taught within lessons of speaking, listening, reading and writing. During the lesson, students use their own vocabulary and are introduced to new words provided by the teacher and classmates which they apply to classroom activities. According to Allen (1983), all experienced language teachers confirm the important role of words and know that lacking of them leads to feeling of insecurity; on the other hand, the teachers' attitude toward teaching vocabulary and the classroom techniques varies enormously. Different techniques are used by teachers, such as teaching the words: through lists, translation, synonyms, antonyms, contexts, realia, and so on. Some teachers believe before teaching vocabulary to their students, they should have been taught the grammar of the foreign language. Therefore, they give little or no attention to vocabulary.

Further, Allen (1983) also states that in many English language classes, even where teachers have devoted much time to vocabulary teaching, the results have been disappointing. Sometimes, after months or even years of English, many of the words mostly needed have never been learned. Especially in countries such as in Indonesia where English is not the main language of communication, many teachers want more help with vocabulary instruction than they used to receive.

Vocabulary teaching should be part of the syllabus, and taught in a well planned and regular basis. Mora (2008) states that Vocabulary teaching should be based on learner-generated word meanings. It is supported by Robb (2000) who states that vocabulary study before, during, and after reading should be integrated into the curriculum. Learner involvement increases understanding and memory; thus, when students use their experience and background knowledge to define words, they learn better. The words serve as labels for concepts and students associate words to a larger vocabulary and experiences. Another definition of vocabulary teaching is that it should concentrate on the words that provide students with a vocabulary that spans the curriculum and is critical for acquiring content knowledge (www.getvocal.com). While River as cited in Akbari (2008) states that as language teachers, we must arouse interest in words and a certain excitement in personal development in this area. She suggests that language teachers must help their students by giving them ideas on how to learn vocabulary and some guidance on what to learn.

Teaching vocabulary as a prereading step is an instructional intervention that should be considered when readers lack the prior or background knowledge to read in a content area. Another technique to help students see a word in a broader context is to have them answer the following questions:

What is it?

What is it like?

What are some examples?

(Smith, 1997)

The National Reading Panel (2000) identified five basic approaches to vocabulary teaching which should be used together:

1. Explicit instruction (particularly of difficult words such as words that represent complex concepts, and words that are not part of pupils' everyday experience),

2. Indirect instruction (i.e. exposure to a wide range of reading materials),

3. Multimedia methods (including semantic mapping, graphic representations and hypertext),

4. Capacity methods (focusing on making reading an automatic activity, rather than one which takes up cognitive capacity), and

5. Association methods (encouraging learners to draw connections between what they do know and unfamiliar words).

In addition, Nation (2005) states that part of effective vocabulary teaching involves working out what needs to be taught about a word. This is called the learning burden of a word and differs from word to word according to the ways in which the word relates to first language knowledge and already existing knowledge of the second language and or other known languages. Below is the table of the learning burden of a word.

Discovering learning burden

Meaning	Form and meaning Concept and referents Associations	Is the word a loan word in the L1? Is there an L1 word with roughly the same meaning? Does the word fit into the same sets as an L1 word of similar meaning?
Form	Spoken form Written form Word parts	Can the learners repeat the word accurately if they hear it? Can the learners write the word correctly if they hear it? Can the learners identify known affixes in the word?
Use	Grammatical functions Collocation Constraints on use	Does the word fit into predictable grammar patterns? Does the word have the same collocations as an L1 word of similar meaning? Does the word have the same restrictions on its use as an L1 word of similar meaning?

The way to work out the learning burden systematically is to consider each aspect of what is involved in knowing a word. The table above lists the kinds of questions that can be asked to discover the learning burden of a word. When asking the questions it is necessary to have a particular L1 in mind. If the teacher

has a class of learners with a variety of L1s or if the teacher has no knowledge of the learners' first language (L1) then the best that can be done is to think if the word fits into regular patterns in the L2. Here, the writer focuses on how students can understand the meaning, pronunciation, spelling and the use of the words.

The statements above seem to imply that when we teach a word, ball, for instance, we must teach the students how to produce the word "ball", explain to them what ball is and we must teach the form or the shape of ball and the meaning of the word together. The writer assumes that in teaching vocabulary, teachers must teach their students the use of the word by providing the students the real example in a sentence form and providing them some exercises in using those words.

C. How to Teach Vocabulary according to Educational Unit Level Curriculum 2006

Based on the Educational Unit Level Curriculum 2006 in teaching English for junior high school students, English subject has different characteristics from other subjects, such as science and social. The difference is that on the function of language as a means of communication. It indicates that learning English is not only a matter of learning its vocabulary and grammar but also how to use it in real communication. According to this curriculum, a student cannot be regarded to have mastered English before he/she can use English in real communication, even though he gets a good mark on vocabulary and grammar. It is believed that

someone is not capable of communicating well in English if he has a poor quality of vocabulary and grammar. So that, in teaching vocabulary according to this curriculum will be emphasized on how the students can master the vocabulary and use it in real communication.

There are two types of skills in learning English; they are productive and receptive skill. Receptive includes listening and reading, while productive includes speaking and writing. So, based on this curriculum there are four skills that the students should master, they are listening, speaking, reading and writing. In order to communicate in English, the students are given one of language aspects, that is Vocabulary. Without vocabulary, students cannot communicate well with each other. According to this curriculum, in teaching vocabulary, the teacher should not only teach the students the meaning of the word but also teach them how to use it in a real sentence and real situation by giving the students the function of the words.

Since the teaching-learning process at school is focused on the four-language skills of English, so teaching vocabulary will be done as a part of teaching reading process. The vocabulary target that is used in this research to be taught to the students are based on the theme or topic of reading texts that are found in Educational Unit Level curriculum 2006 handbook that is used in the school where the research is carried out.

D. Vocabulary Learning

Vocabulary as a major component of language learning has been the object of numerous studies each of which has its own contribution to the field. Laufer (1997) states that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of a language. Without vocabulary speakers cannot convey meaning and communicate with each other in a particular language. Nation (1990: 2) distinguishes the process of learning vocabulary into two types; they are direct vocabulary learning and indirect vocabulary learning. In direct vocabulary learning, the learners do exercises and activities that focus their attention on vocabulary. Such exercises include word building exercises, guessing words, learning words in lists and vocabulary game. In indirect vocabulary learning, the learners' attention is focused on some other feature, usually the message that is conveyed by a speaker or writer. It is in line with Nelson and Stage (2007) who states that vocabulary can be developed via indirect or direct instruction. That is, indirect refers to developing vocabulary predominantly through contact with the word in various setting, such as speaking with other people and/or reading. While direct instruction is particularly beneficial for those students who have lower vocabulary skills.

Further, Nation (1990) also defines in term of what is involved in learning vocabulary a distinction is made between receptive and productive learning. Receptive learning involves being able to recognize a word and recall its meaning when it is met. Productive learning involves what is needed for receptive learning

plus the ability to speak or write needed vocabulary at the appropriate time. In productive learning the development of the quality of learning a small number of vocabularies is important. Intensive practice in using vocabulary in speech and/or writing is therefore a useful activity. While in receptive learning, the quantity of vocabulary is the main goal. Techniques which give familiarity with a large number of words are needed.

Referring to the statements above, the writer used direct vocabulary learning in teaching vocabulary, since word mapping and memorizing game are two of examples of direct vocabulary learning.

E. Word Mapping Technique

Word mapping is designed for teaching the definition of key vocabulary concepts by focusing on the key components of a concept (characteristics, examples, comparisons, and category). It helps students develop a rich understanding of a concept through the use of a graphic organizer and provides an opportunity to consider the various properties of concepts.

1. The Concept of Word Mapping Technique

The Word mapping technique (Schwartz & Raphael, 1985) is useful for helping

students develop a general concept of definition. It makes them aware of the types

of information which make up a definition and how that information is

organized. A word mapping is a graphic representation of the definition of a word

and focuses on three questions.

Word mapping Diagram:

1. What is it?

2. What is it like?

3. What are some examples?

Another expert Ramsey (2005) says that a vocabulary word mapping is a graphic

organizer that helps students represent a word in several ways. Word mapping

encourages three levels of word knowledge. Associative knowledge is developed

as students link definitions to words. Comprehension is demonstrated by

synonyms and antonyms. The ability to create a picture or an original sentence

using the word shows students' generative knowledge.

The Following diagram is the example of word mapping:

Word Mapping
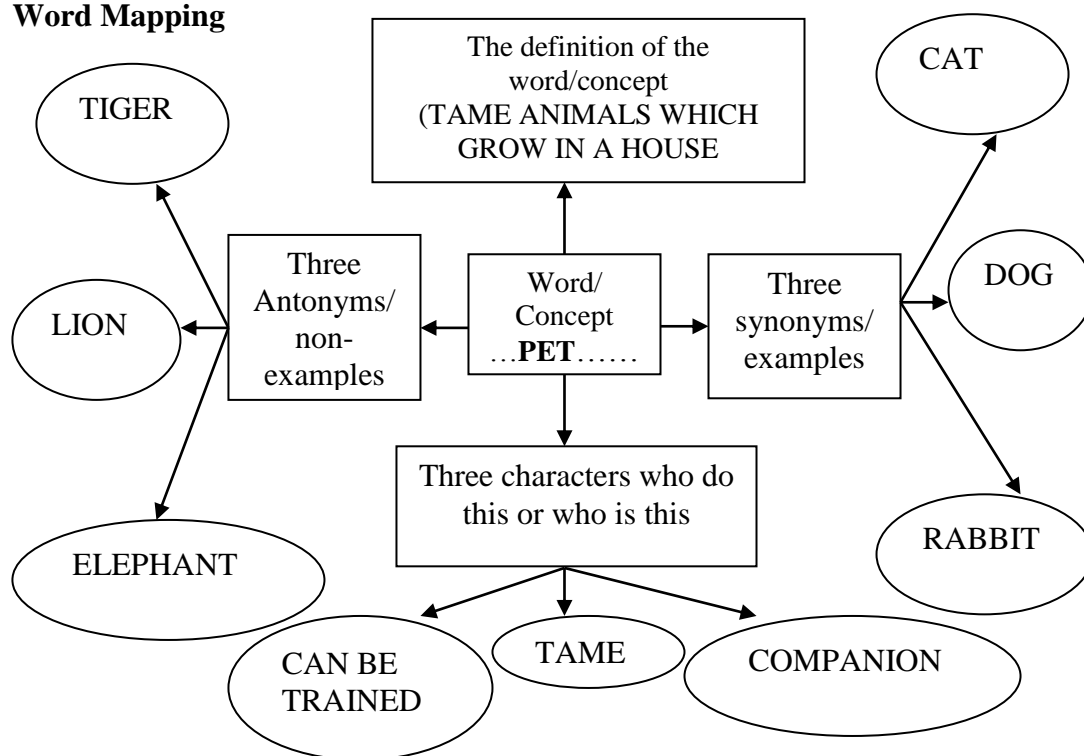
Adopted from (Schwartz, 1988; Schwartz & Raphael, 1985)

From the diagram on the previous page, we can see that one key word/concept must have relation to other problems or situations. After taking the word and brainstorm by making a list of everything we do know about it. Then, we ask the students to organize that information into 4 groups: the definition, description, examples or synonym, and non-examples or antonym.

According to the concept of word mapping above, the writer regards that word mapping is an effective way of acquiring and retaining knowledge of vocabulary. Word mapping enables students to augment their perception of key words by the means of graphically mapping the words, so it is able to trigger their background knowledge to help them memorize the new vocabulary. Besides, word mapping

can also give the students a deeper understanding about the word since they

should give the synonym, antonym, characteristics and the definition of the word.

2. Procedures of Teaching Vocabulary Using Word Mapping Technique

Word mapping technique procedure is as follows:

Pre-activity
- ➢ T greets the students.
- ➢ T checks the students' attendance list.
- ➢ T conducts lead in activities in the classroom by asking:
  - T: "Do you have a pet?"
     S: Yes/no.
  - T :"Tell me something in your mind if you hear about a pet!"
     S: "Pet is a tame animal".
- ➢ T tells the material which is going to be discussed.

While activity
- ➢ T gives the students a descriptive text.
- ➢ T asks ss to look for the meaning of the words in dictionary.
- ➢ T asks ss to pronounce the words after the teacher.
- ➢ T brainstorms the ss' schemata about the words by asking some questions.
  based on the words given. For example:
  - Can you mention the examples of pet?
  - Why do you want to have a pet?
- ➢ T introduces the map to the students by drawing a map as a picture of what
  they need to know to understand a new word (bold words).
- ➢ T demonstrates the use of the map by putting a general, common term in the
  central box (dislike).
- ➢ T asks students to suggest words or phrases to put in the other boxes (example
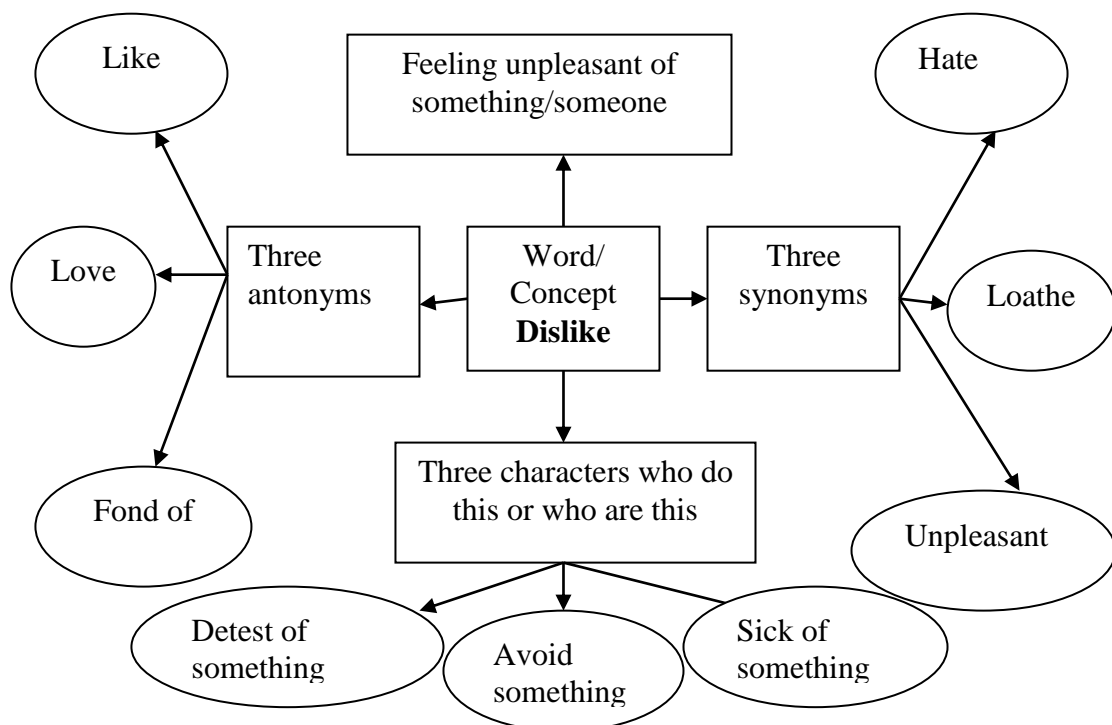 box) which answer the three questions.

➢ T has students complete other box that is non-example box.

➢ T has them give the definitions of the common term in the central box.

➢ T provides students with sentences each containing a new word.

   E.g.: I dislike eating bakso.

      I am fond of listening to the radio.

➢ T encourages the students to refer to the dictionary, encyclopedia or other

   reference books for help in completing the map.

➢ The map might be like this:

Word Mapping

Like		Feeling unpleasant of something/someone		Hate
Love	Three antonyms	Word/ Concept **Dislike**	Three synonyms	Loathe
Fond of		Three characters who do this or who are this		Unpleasant
	Detest of something	Avoid something	Sick of something	

➢ T divides the class into some groups consisting two students in each group.

➢ T has them complete the map.

Post activity

➢ T delivers the summary of the lesson by asking some questions, such as:

- How many words have you got today?
- Mention some words you have got!

➢ T checks the students' understanding.

➢ T answers the students' question, if any, clearly.

➢ T closes the meeting.

2. Strengths and the Weaknesses of Word Mapping

In using a technique, there must be the advantages and disadvantages. The strengths and the weaknesses of using word mapping technique are as follows:

a. The strengths of using word mapping technique:

o It helps students have a deeper understanding about a word since this technique encourages three levels of word knowledge; they are associative knowledge, comprehension and generative knowledge.

o It allows students to think in a specific manner. To create a map, the first thing that the students must do is to place the word in central of the map. Having done this, the students fill other parts of the map; they are the definition, synonym and antonym, example and non-example box.

o Word mapping enables students to be directly involved in constructing meaning, it is hoped that the students can memorize the meaning of the words better.

o Word mapping enables the students to make their own word mapping. It makes the map enjoyable.

b. The weaknesses of using word mapping technique:

- It cannot be used for all the words that the students learn or have a trouble with.

- It should be modeled a number of times before students use the maps without

  teacher's direction.

To minimize the weaknesses, the teachers must prepare the words that are going to be developed and they also must give the students model or examples a number of times before the students use the maps.

F. Memorizing Game Technique

Agoestyowati (2008) states that learning a new language should be fun, interactive and exciting. The use of games in learning vocabulary will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively. Further, Agoestyowati (2008) says that games allow students to: work co-operatively, compete with each other, think in a different way, compare and share knowledge, learn from others, learn from mistakes, work in less stressful and more productive environment and allow them to have fun.

Teaching vocabulary through game is also supported by Michelle (2002) who says that in teaching vocabulary the teacher should try to play physical games to teach vocabulary, incorporate other vocabulary games as well. If students are relaxed and having fun, the vocabulary is more likely to be remembered later. In line with

this statement, Huyen (2003) has shown the advantages of teaching vocabulary through games; first, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students to use English in a flexible and communicative way.

Based on the statement above, the writer applied one of the vocabulary teaching games, that is memorizing game technique. Memorizing game is a technique that requires the students to memorize some words based on the sentence made by adding one item related to the previous item (Agoestyowati: 2008). This game enables the students to use their previous knowledge, use the words in a real sentence and encourage them to use the dictionary to find out the word that the teacher asks them to complete a sentence.

The memorizing game technique procedure is as follow:

Pre-activity

➢ T greets the students.

➢ T checks the students' attendance list.

➢ T conducts lead in activities in the classroom by asking:

- T: "Do you have a pet?"

S: Yes/no.

T: "Tell me something in your mind if you hear about a pet!"

S: "Pet is binatang peliharaan".

➢ T tells the material which is going to be discussed.

While activity

➢ T gives the students a descriptive text.

➢ T asks them to underline the bold words.

➢ T asks ss to look for the meaning of the words in dictionary.

➢ T asks ss to pronounce the words after the teacher.

➢ T brainstorms the ss' schemata about the words by asking some questions

based on the words given. For example:

 - Can you mention the examples of pet?

 - Why do you want to have a pet?

➢ T explains the rules of the game. They are:

o The teacher makes a sentence from the word taken from the text. For

 example: I have some pets, they are cat and dog.

o The teacher asks the first student to continue the sentence by adding one item

 and give the information about the word asked. Then it will be continued by

 the second student, the third, the forth, etc.

o The sentence might be like this:

➢ Student 1 : I have some pets, they are cat, dog *and rabbit.*

➢ Student 2 : I have some pets, they are cat, dog. They have four legs.

➢ Student 3: I have some pets; they are cat, dog, they have four legs and they

 are tame.

o Students do this game in a sheet of paper.

o Rules:

  - T divides the class into some groups, each group consists of 2 students.

  - T gives the Ss a sheet of paper containing the sentences with blank words

    that the Ss must complete the sentences.

  - The more item and information students add, the better their score will be.

Post activity

➢ T delivers the summary of the lesson.

➢ T checks the students' understanding.

➢ T answers the students' question, if any, clearly.

➢ T closes the meeting.

1. Strengths and the Weaknesses of Memorizing Game Technique

The strengths and the weaknesses of using memorizing game technique are as

follows:

a. The strengths of using memorizing game technique:

o It enables students to be more creative since this game requires them to add

  some words that have relation with the word given.

o It helps students brainstorm their ideas and relate the words with their existing

  vocabulary.

o Memorizing game enables students to be actively involved in teaching and

  learning process.

b. The weaknesses of using memorizing game technique:

o Memorizing game sometimes is confusing for some students when they get stuck to add the related words with the words given.

o It takes much time to complete the game.

In applying this game, it is better for the teachers to help the students when they get stuck to add the words by asking them to describe how the words are and to minimize the time, the teachers can do this game in a paper.

G. Theoretical Assumption

Learning vocabulary is not only a matter of memorizing words but also how to understand the meaning and use them in a real sentence. And the sentences are created from some words combined to form a new meaning. In order to create a meaningful sentence, we need to have a lot of connected vocabularies. Word mapping technique helps the students to develop and augment their perception of key words by the means of graphically mapping the words, so it will be able to trigger their background knowledge to help them memorize the new vocabulary. Besides, word mapping can also give the students a deeper understanding about the word since they should give the synonym or example, antonym or non-example, characteristics and the definition of the word. Memorizing game enables the students to use their previous knowledge, use the words in a real sentence, encourage them to use the dictionary to find out the word that the teacher asks

them to complete a sentence and to be actively involved in the teaching and learning process.

Based on the theories above, the writer assumes that Word mapping technique will be more effective than memorizing game technique in helping the students acquire and retain vocabulary and to use them in a sentence.

H. Hypothesis

Concerning the theories and assumption above, the writer formulates the hypothesis as follows:

There is a significant difference of vocabulary achievement of students who are taught through word mapping technique and those who are taught through memorizing game technique.