

II. FRAME OF THEORIES

2.1 Vocabulary

Generally, vocabulary is a set of lexim including single word, compound word and idiom. Lamb (1963:19) defines a simple as a single word that may or may not have a prefix/or a suffix. For instance: book, chair, pale, etc. while a compound word is a word coined from two or more other words. Trask (1999:120) also says that compound word may be written as one word, two words or as hyphenate word, for instance: policeman, classroom, textbook, etc. Idiom is a group of words with a meaning which is different from the individual words and often difficult to understand from the individual words. For instance: look up, for good, look at.

Vocabulary is an inseparable part of any language learning process. It would be impossible to learn a language without vocabulary. The important role of vocabulary has been emphasized in all different method in language teaching. According to Rivers (1970:110) “Vocabulary can not be taught. It can be presented, explained, included in all kinds of activities. But it must be learned by the individual. As language teacher, we must arouse interest in words and a certain excitement in personal development in this area.” She suggests that language teachers must help their student by giving them ideas on how to

learn vocabulary and some guidance on what to learn.

Vocabulary is the essential area of language learning. Students have to learn vocabulary well, so they can master the language. By mastering a great number of vocabularies, students will learn foreign language easily. We can say that vocabulary is an element of language and has an important role in language learning and it would be that no vocabulary, nothing could be said.

Students have to master vocabulary as a basic element of language, since vocabulary is basic element of language that will make language becomes meaningful and without vocabulary one can not use the language for communication.

There are some types of vocabulary in English. Fries, (1970:45) classified English words into four groups, they are:

1. Content words represent the name of object or thing that is concrete nouns (player, coach), action done by or with these things. That is verb (kick, shoot) and the qualities of these things that are adjectives (good, bad, long, etc) and adverb (quickly and beautifully)
2. Function words are those which are used as a means of expressing relation of grammatical structure, such as conjunction (and, but) article (a, an, the) and auxiliaries (do, does, did)
3. Substitute words are those which represent to individual things or specific action as substitutes for whole form classes, that is indefinites (anybody, nobody, etc)

4. Distributed word, are those that are distributed in use according to grammatical matters as the presence or absence of negative, such as, any, either, neither, or yet.

Vocabulary has necessary function in a language, it can not be used alone. It must be developed with other language components, such as the rules of grammatical pattern. Therefore, the writer would like to state what does it mean to master vocabulary. The first one is to know the meaning, to know the pronunciation, to know the written form, to know the word class, and the last one is to know the usage of the words.

2.2 The Concept of Classroom Interaction

Interaction in language classroom will lead the learners to better learning, and will activate their competence (Malamah-Thomas,1987:45). As the students' interest is aroused, their anxiety, fear or even fatigue in the classroom will gradually diminish; if not completely disappear, and as a result they will actively involve in the classroom interaction.

Psychologically, students cannot be well motivated when they are involved in a less interesting language activities or materials, which will consequently decrease their understanding toward the learning material being learnt.

Likewise, when they have intrinsic, motivation increasingly driven, it will be easier for them to comprehend the material gradually.

Interaction is a two-way communication between two people or more. Brown proposed (2001:165) that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Thus, interaction is an active process in which people try getting their meaning across to each other by imparting thoughts, feelings, or ideas. The interaction should be a communication should be meaningful enough for the concerned people, if it is not, there could be a communication barrier. In a classroom interaction, therefore, it is important that meaningful communication be created and fostered.

River (1970:4-5) states through interaction students can increase their language store as they listen to or read authentic linguistic material. In interaction, students can use all of their possession of the language-all they have learned or casually absorbed-in real life exchanges. Interaction involves not only expression of one's own ideas but also comprehensions. One listens to other, one responds (either directly or indirectly), other listen and respond.

2.3. The Patterns of Classroom Interaction

According Sardiman (1987: 204-205), there are two patterns of interaction in the teaching and learning process, namely an interaction between teacher and students, and interaction among students. He further points out four advantages of the classroom interaction as described below:

1. Classroom interaction makes the teaching learning process more alive.
2. The teacher would be able to know his students' wants, interests, attention, behaviours, weakness, and faults.
3. The teacher would be able to recognize his own weakness and fault based on the teaching and learning process that has taken place.
4. The teacher would be able to develop the students' ability by making contact with his students.

According Long and Sato (1983:76) interaction refer to any sort of interaction, student-student, or teacher-student discussions, group discussions, and any type of classroom participation. The proportion of student-student interaction in classroom, ideally should be larger than teacher-student interaction that is student centeredness.

It can be concluded that a teacher should put an effort to lead the students into an interesting and conducive classroom interaction for themselves, most importantly, not for the teacher. Here the teacher not restricted with one method or technique of teaching.

The method or technique can be applied in a more or less flexible way. If any inappropriateness caused by the method or technique being applied may distort the classroom interaction, the teacher obliged to modify or change it abruptly. Since a teacher's major duty is how to make the students learn, not merely to teach them. And this idea is often, commonly, neglected by most of the teachers at the moment.

The current theories of communicative competence are essentially interactive nature of communication. Most meaning, in semantic sense, is a product of negotiation, of give and take, as interlocutor attempt to communicate. Thus, the communicative purpose of language compels us to create opportunities for genuine interaction in the classroom.

Interactive classes will most likely be found:

1. Doing a significant amount of pair work or group work.
2. Receiving authentic language input in real-world contexts.
3. Producing language for genuine, meaningful communication.
4. Performing classroom tasks that prepare them for actual communication.
5. Practicing oral communication through the give and take and spontaneity of actual conversations.
6. Writing to and for real audiences, not contrived ones.

It could be inferred that interaction is the key in the teaching learning process in the classroom. It suggested that teachers maintain a lively attention and active participation among our students so that the interaction occurs. Teacher were supposed to create such an interesting learning atmosphere to keep them actively got involved. As it is suggested by Brown (2001:165) that from the very beginning of the language study, classroom should be interactive.

2.4. The Ideal of Classroom Interaction

There are some interactive principles proposed by Brown (2001:56), they are:

1. Automaticity

True human interaction is best accomplished when vocal attention is on meanings and not on grammar and other linguistic forms. Students are thus freed from keeping language in a controlled mode and can more easily proceeds to automatic modes of processing. For example: the students may ask *where to?* Instead of *where are you going to?*. In this case the meaning will be the main attention rather than the grammatical rules.

2. Intrinsic Motivation

As students are engaged with each other in speech acts of fulfilment and self-actualization, their deepest drive are satisfied. And as they more fully appreciate of their own competence to use language, they can develop a system of self-reward. For instance when the students are engaged in free conversation. They are intrinsically motivated to use their English since they can build their self-reward as well.

3. Strategic Investment

Interaction require the use of strategic language competence both to make certain decisions on how to say or write interpret language and to make repairs when communication path ways are blocked. The spontaneity of interactive discourse requires judicious use of numerous strategies for production and comprehension.

4. Risk Taking

Risk taking requires of failing producing intended meaning, of being laughed or rejected. The rewards are great and worth the risk. It may occur when the students try to say words in English but they have less vocabulary as well as being unable to choose the right diction. For example when one says “*Don’t story to my mother!*” he uses the word *story* instead of *tell*. What he says may attract others laugh at him, but still it needs to take a risk in producing English.

5. Communicative Competence

All of the elements of communicative competence (grammatical, discourse, sociolinguistic, pragmatics and strategies) are all involved in human interaction. All aspects must work together for successful communication. This may occur in a formal English circumstance where everyone engaged in the circumstances itself have greater knowledge of English language. They use English as the communication tools.

6. Inter Language

The complexity of interaction entails a long developmental process of acquisition. Numerous errors of production and comprehension will be a part of this development. In this case errors made by the interlocutors are used to produce better acquisition.

7. The Language-Culture Connection

The cultural loading of interactive speech as well as writing requires the interlocutors be thoroughly versed in the cultural nuances of language.