

II. LITERATURE REVIEW

This chapter examines the literature and research relevant to the theory about the nature of vocabulary, types of vocabularies, vocabulary size, the importance of vocabulary and motivation as follows:

2.1 The Nature of Vocabulary

Vocabulary is commonly defined as all the words known and used by a particular person. A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. In addition, Richards and Schmidt (2002) state that vocabulary is a set of lexeme, including single words, compound words, and idioms.

Acquiring an extensive vocabulary is one of the largest challenges in learning foreign language. This is in line with the theory from Milton, (2009) which state that "Learning a second or foreign language (L2/FL) is arguably one of the most cognitively challenging undertakings most people will go through in a lifetime, and many argue that learning the vocabulary of a L2 is perhaps the most challenging aspect of becoming proficient in the target language. In addition, Folse (2010) stat

that in the teaching and learning of a second language (L2) or foreign language (FL), vocabulary is an essential component of all comprehension. It is supported by Nation (2009) which points out that vocabulary plays a key role in the language learning process as it is one of the important language elements that can support all of the four skills, i.e., speaking, listening, reading and writing.

The learner's vocabulary knowledge always grows along with learner's learning. The richer they master the vocabulary the easier learner comprehends skills in language aspect such as listening, reading, speaking, and writing. Talking about vocabulary mastery Lehr, Osborn, and Hiebert (in Kamil and Hiebert, 2005) define vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms. Knowing a word is not only learning about the word itself but knowing a word can be more complex. According to Harmer (1991: 158) knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. To be more specific here are aspect of knowing the word:

1. Knowing the meaning

Knowing the meaning about the word means knowing meaning in sense relation. For instance the word *hiss* means to insult someone but it also refers to a noise made by a snake. For example, Word meaning is also influenced by metaphors and idioms. For instance idioms *keep in touch* it means stay having a connection.

2. Knowing the word use

Knowing the word use is about knowing the language whether to be used by someone in a formal or informal context, for example “hello” (*formal*) and “hi” (*informal*). Word use is also used in choosing word based on to whom we speak for example, we use *can* for someone who has the same age with us. While, to someone who is older than us use *could*.

3. Knowing the word formation

Knowing the word formation means knowing their grammatical contexts. It means that we look at how the suffixes and the prefixes work (im-, or in) such as in *imperfect* and *perfect*, *inappropriate* and *appropriate*

4. Knowing the word grammar

Knowing the word grammar means knowing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc.

For example:

I	<u>went</u>	<u>to school</u>	<u>yesterday</u>
N	Verb	Adv.	Adv.

Learning vocabulary is not just about learning the word but also learning vocabulary more complex about the word. Cronbach provides several aspects of vocabulary's depth that correspond well with Nation's and Richard's list of word knowledge, such as, meanings and senses (semantic), associations (antonymy, synonymy, hyponymy, gradation), collocations, morphology (word form), syntax (grammar behavior), etc. (qtd. In Henriksen 305-306). It is in line with the theory

form Cameron (2001) that states 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. Based on the principle above, we can conclude that learning vocabulary is more complex than just learning the word or new word.

In summary, vocabulary is a set of word used in a language that familiar with the person or the speaker of the language. In context of learning foreign language, vocabulary is the most crucial aspect because vocabulary can influence language skills such as listening, reading, speaking, and writing. In addition, vocabulary can be an indicator of the success in language learning. When the learner learns the vocabulary, they will learn about the word meaning, the use of the word, word formation and word grammar in appropriate context.

2.2 Vocabulary Size

Vocabulary size refers to the degree of learners' vocabulary. Anderson and Freebody (1981) define vocabulary size as the number of words for which the person knows at least some the significant aspects of meaning. Based on the statement above, it means that vocabulary size of the learner can be measured statistically. There are some ways to measure it namely *token*, *type*, *lemma*, and *word family*. *Token* refers to any running words that occur in a written or spoken text, *type* treats repeated tokens as one word, *lemma* includes a headword and its inflected or reduced forms and *word family* consists of a headword, its inflected forms, and its closely

related derived forms. As foreign language learners, the best way to measure their vocabulary breadth is based on how many of words that appear in textbooks (Nation 2001). According to Nation and Beglar (2007) the standard for word counting is usually based on the word family. For instance, the high frequency word family *nation* has the following members *nations, national, nationally, nationwide, nationalism, nationalisms, internationalism, internationalisms, nationalizations, internationalization, nationalist, nationalists, nationalistic, nationalistically, internationalist, internationalists, nationalize, nationalized, nationalizing, nationalization, nationalize, nationalized, nationalizing, nationalization, nationhood, nationhood.*

In summary, vocabulary size is the breadth of vocabulary knowledge. Vocabulary size can be measured based on how many words that appear in textbook by measuring the word family of the word itself.

2.2.1 Word Frequency and Text Coverage

Word frequency refers to how often the word occurs in normal use and text of the language. Nation (2001) suggests there are 3 types of word frequency. They are high-frequency words, specialized vocabulary (academic words), and low-frequency words. According to several studies, the high-frequency words approximately have 76.1% to 82.5% text coverage, academic word lists (570 word families) represent 8.5% to 10% of the tokens in a wide range of academic texts, and low frequency words rarely occur in textbooks and have low text coverage. As a general principle,

Nation and Waring (1997) indicate that 2,000 and 3,000 word level is enough for productive use in speaking and writing. Here are some figures showing what proportion of a text is covered by certain number of frequency words in the Brown corpus. They also state that a small number of the words of English occur very frequently and if a learner knows these words, that learner will know a very large proportion of the running words in a written or spoken text. Most of these words are content words and knowing enough of them allows a good degree of comprehension of a text.

Table 1. Vocabulary Size and Text Coverage

Vocabulary Size Level	Text coverage
1000	72.0%
2000	79.7%
3000	84.0%
4000	86.8%
5000	88.7%
6000	89.9%
15.851	97.8%

(Nation and Waring, 1997)

Based on the table above, high frequency words are known before lower frequency words. It shows that knowing about 2000 word families gives near to 80% coverage of written text. Schonneel, Meddelton and Shaw, (1956) show the same number of words gives greater coverage of informal spoken text. With a vocabulary size of 2000 words, a learner knows 80% of the words in the text.

2.3 The Importance of Vocabulary

As one of the important aspects of learning foreign language, vocabulary has so many advantages for the learner. There are some advantages of vocabulary .To be more concrete, those will be explained below:

1. Vocabulary aids expression and communication.

By having larger vocabulary, communication will be lively. It means that vocabulary can help people communicate one another. Their conversation will be fluid and will not break down because they can use numerous vocabularies.

2. Vocabulary size has been directly linked to reading.

In reading, we have to read a lot of words in the text. Greater vocabularies can help the reader comprehend what they read because in the text we read contains so many vocabularies even uncommon vocabulary.

3. Vocabulary is synonymous with thinking.

By having larger vocabulary, people can use various vocabularies without thinking first. Those people who have large vocabularies can recall or memorize vocabulary every time they want when they speak.

4. Person may be judged by other based on their vocabulary.

The more they have vocabulary, the more fluent they speak. Of course, people who speak as well may be smart or educated people.

5. Vocabulary helps speaking ability.

Without grammar, little can be conveyed. Without vocabulary, nothing can be conveyed. Speaking doesn't really need grammar because the main point of

speaking is to deliver the meaning. As long as the listener can get the meaning, grammar doesn't really importance.

In brief, vocabulary has many advantages for the person as mentioned above. Such as aids expression and communication, vocabulary size has been directly linked to reading, linguistic vocabulary is synonymous with thinking, a person may be judged by other based on his or her vocabulary and vocabulary helps speaking ability. That is why vocabulary cannot be separated in learning or acquiring a language.

2.4 Measuring Vocabulary

Vocabulary size measurement is important for planning, diagnosis and research. It is not easy to plan a sensible vocabulary development program without knowing where learners are now in their vocabulary growth.

The main purpose of vocabulary tests is to measure the comprehension and production of words in speaking and writing (Madsen, 1983). Specifically, a vocabulary test is usually divided into two types, breadth and depth of knowledge. Freebody (1981) in Read (1993) defined breadth of knowledge as the size of a learners' vocabulary (how many words are known), whereas depth involves a consideration of the quality of learners' vocabulary knowledge (how well are particular words known). A test on breadth of vocabulary involves a lot of words to be covered in the test and it requires a short response in relation to each word being tested (Read, 1993). If it focuses on the depth of vocabulary knowledge, very few

words can be included because it usually deals with the testing of words in context and usage and the use of words in different situations.

The Vocabulary Size Test was developed by Nation to provide a reliable, accurate, and comprehensive measure of a learner's vocabulary size. This allows a learner see how close s/he is to having enough vocabulary to be able to perform receptive tasks such as reading (novels, newspapers) listening and speaking efficiently. Data on the vocabulary sizes needed to perform such receptive tasks (Nation, 2006) indicates that learners need to have a vocabulary close to 8,000 word families to do this. The goal of around 8,000 word families is an important one to deal with a range of unsimplified spoken and written texts. The data from Nation (2006) also shows the vocabulary sizes needed to reach 98% coverage of various kinds of text. When a learner has 98% coverage of a text, adequate unassisted comprehension is possible to occur.

The Vocabulary Size Test is designed to measure both first language and second language learners' written receptive vocabulary size in English (Nation, 2012). The test measures knowledge of written word form, the form-meaning connection, and to a smaller degree concept knowledge. The test measures largely decontextualized knowledge of the word although the tested word appears in a single non-defining context in the test.

Users of the test need to be clear what the test is measuring and not measuring. It is measuring written receptive vocabulary knowledge, that is the

vocabulary knowledge required for reading. It is not measuring listening vocabulary size, or the vocabulary knowledge needed for speaking and writing. It is also not a measure of reading skill, because although vocabulary size is a critical factor in reading, it is only a part of the reading skill. Because the test is a measure of *receptive* vocabulary size, a test-taker's score provides little indication of how well these words could be used in speaking and writing.

Using Read and Chapelle's (2001) framework, the Vocabulary Size Test is a discrete, selective, relatively context-independent vocabulary test presented in a multiple-choice format. The test is available in monolingual and bilingual versions testing up to the 20th 1000 word level. Test-takers are required to select the best definition or translation of each word from four choices. The test is available in hard copy and computerised formats.

Another ways to measure vocabulary is to focus on words which are of greater importance and to test only those words. The advantage is that by focusing on a more narrow range of words, you can test more items and presumably arrive at more accurate estimates of what learners know. Beglar and Hunt (1999) did that with several versions of the 2,000 word level and University Word List tests. They trialed original pools of 72 items with native speakers of Japanese, selected the best performing 54 items for each test and made two 27-item parallel forms.

2.5 Word Definition Matching Format (WDMF)

Word Definition Matching Format by Sutarsyah (2006) is a kind of test format involves matching words and definitions. These items are based on the format of Nation's (2001: 416-424) influential Vocabulary Levels Test. The words in the left column are part of a 10 percent sample of words from the Academic Word List (Coxhead, 2000), and in the right column there are several short definitions. The task is to write the number of the word to which each definition belongs. It is deliberately designed as a simple test format, so that a large sample of words from the list can be covered in a reasonably short period of testing time and the intention is that the score should be interpretable as an estimate of how many words in the list the learner has some knowledge of. Thus, each word is presented in isolation and the definitions are kept as short as possible.

2.6 Theoretical Assumption.

In correlation with theories above, teaching vocabulary can be defined as a teaching in which student deals with words through various ways used by teacher. However, not all of ways are appropriate for the student level and need, therefore teacher should have the ability to choose appropriate way and implement in teaching learning process to obtain the goal. The use of an interesting aid is necessary to motivate the students to learn. By knowing student vocabulary size teacher can easier to give students motivation and teaching vocabulary in the class, because teacher will give the material based on their vocabulary level. It will be easier for the students to

develop new words. Indeed, the researcher assumes that by knowing vocabulary size can help students to improve students' vocabulary.

2.7 Hypothesis

Based on the theoretical assumption above, the researcher formulation of hypothesis as follow:

- The students' vocabulary size of SMA Negeri 15 Bandar Lampung is low
- There are significant differences in total between level 1 and level 2 in students' vocabulary size.