

## **II. LITERATURE REVIEW**

This chapter discusses the concepts and findings which are reviews from related literature which are expected to contribute to the findings of the research.

### **2.1. Vocabulary**

Naturally, Byrne (1976:10) states that in order to communicate effectively, the learners need an adequate mastery of vocabulary. It is obvious that without mastery vocabulary, someone can convey nothing. Even though we master the grammar of a certain language but we do not have any knowledge on this vocabulary, we will not able to communicate or to express our idea using the language.

Based on the statement above, the writer is assumed that vocabulary is the basic element of language in form of words which will make a language meaningful. Knowing vocabulary seems to be the basic things in learning language, even children learning their native tongue usually learn isolated words or phrases before piecing them together into more complex utterance. "The fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Wilkins, 1972: 111). Vocabulary becomes one of critical component in learning a language that should be mastered because by mastering vocabulary

we will be able to communicate although other components are still needed. We can still understand the language even if we know nothing about grammar. On the other hand, the language will tell us nothing if we know nothing about vocabulary. It shows that vocabulary contains more information than carried out by grammar. People need to build up their vocabulary in order to learn and use a foreign language. Building up a useful vocabulary is central to the learning of a foreign language at a primary level(Cameron, 2001:72).

Linse (2005:121) states that vocabulary is the collection of the words that an individual knows.” By having many stocks of the words, learners may be able to catch an idea in a conversation, give a response, speak fluently and read well. Many people realize that their vocabulary is limited so that they have difficulties in expressing their ideas in communication.

Moving ahead, Wilkins in Thornbury (2002:13) said without grammar very little could be conveyed, without vocabulary nothing could be conveyed. This statement indicated that vocabulary was a fundamental thing that couldn't be conveyed by people in learning. By having good vocabulary mastery, people may be able to communicate, speak, read, write and listen to the language well. That is the reason why vocabulary is central to language and vocabulary is important as the basic need in learning a target language.

## **2.2 Vocabulary Level**

Nation (1990) mentions that Vocabulary levels divided into five levels. The 2.000-and 3.000 word levels contain high frequency words. Because each of the words at this level occurs, it is worth spending class time on them. The university word level represents one type of specialized vocabulary. The 5.000 word level is on the boundary of high and low frequency words. The 10.000 word level contains low frequency words.

The classic list of high frequency words is Michael West's General Service List (1953). The 2000 word GSL is of practical use to teachers and curriculum planners as it contains words within the word family each with its own frequency.

## **2.3 Word Definiton Matching Format (WDMF)**

Word Definition Matching Format (Sutarsyah) 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 three 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.

## **2.4 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 Paul 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 decontextualised 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 way 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 Survey**

Survey has several meanings, all of which come from Medieval Latin and Anglo words for looking over. As a noun, *survey* can mean a detailed study of something, but it also means a short summary with a broad view. A survey course gives an overview of a particular subject area, but doesn't make you an expert. *Survey* is also a verb. If you survey an area hit by an earthquake, you look closely at it to measure the damage. Survey methodology, a method for collecting quantitative information about items in a population(Wikipedia).

Survey can be done by asking (many people) a question or a series of questions in order to gather information about what most people do or think about something.

: to look at and examine all parts of (something).

: to measure and examine an area of land (Merriam Webster Dictionary).

## **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**

Basically research is considered to be the systematic and organized way to test the research hypothesis in order to find the answer for formulated problem.

Based on the problem theories and theoretical assumption above, the hypotheses of this research are as follows:

Ho : There is no different score in vocabulary size between science students and social science students.

Hi : There is have different score in vocabulary size between science students and social science students.