

II. FRAME OF THEORIES

This chapter discusses about the description of the vocabulary, the description of teaching vocabulary, the description of word association technique, procedures of teaching English vocabulary through Word association Technique, theoretical assumption and hypothesis

2.1 Concept of vocabulary

Learning a language cannot be separated from learning its vocabulary because vocabulary is one of the most important aspects of learning the language. As Fries (1973:32) states that vocabulary is the essential of language learning.

A vocabulary is a set of words known to a person or other entity, or that are part of a specific language stated by Aitcheson (2001). And Harmer (1993:153) states that if language structures make up the skeleton of language, than it is the vocabulary that provides the vital organs.

The vocabulary of a person is defined either as the set of all words that are understood by that person or the set of word likely to be used by that person when constructing new sentences. Hornby (1986:959) says vocabulary is a total number of words, which makes up the language. In more specific, Kridalaksana (1983:98) states that vocabulary is a component of language that contains information about

the meaning and using a word in language. It can be said that vocabulary is the basic element of language which make the language meaningful. By having enough vocabulary, there will be less difficult in comprehending the text and expressing ideas in speaking and writing. As Lewis (1993) states the important vocabulary is as being basic to communication. They will be unable to participate in the conversation even if they know morphology and syntax. No matter how well the students learn grammar, no matter how successfully the sound of English are mastered, but without expressing a wide range of meanings, communication cannot take place in any meaningful way.

As mentioned by rivers (1970:462), it would be impossible to learn a language without vocabulary, learning a language means learning its vocabulary.

.This shows that people do nothing to communicate if they do not know the words or vocabulary. In other words, vocabulary is important for the students to learn in order that they can express their minds, make sentences, speak and get knowledge from the context. By mastering a lot of vocabulary, people may be able to understand what someone say and write. Thus, vocabulary is as a crucial thing for everyone that she or she needs to learn it in order to understand someone else's utterance and pronoun.

In addition Nation (1990:02) stays that vocabulary is that both learners and teachers see vocabulary as being a very important element in language learning. It means that vocabulary is the most important part in language, and the learners should master a large number of vocabularies in order to perform language well. It is relevant to the statement stated by Burton (1982:98) a large number of

vocabularies help the learners to express idea vividly, precisely, and without repetition of word and with larger vocabulary they can better perform in all aspect of language work.

Vocabulary can be defined as a set of lexeme including simple word, compound word and idioms (Lamb, 1963:19). According to Lamb, a simple word is a single word that may or not may have a prefix and/or suffix, for example: pen, ruler, table, etc. Trask (1999:120) states that compound word is two or more existing words which are simply combining. Compound word can be written as one word, two word or as a hyphenated word, such as policeman, fisherman 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 example: give up, look at, carry out etc.

Vocabulary is a language component of the target language. This is because vocabulary has many forms which basically refer to part of speech. Part of speech can be divided into some components there are, noun, verb, pronoun, adjectives, adverb etc.

Frank (1972:6) states that noun can be classified into five types based on the meaning.

➤ **Common Nouns**

A common noun is an everyday item. It is the name given to a generic item or the name of things in general. For example: *Cat, dog, city, chair,*

fish, concrete, cloud, tree, nail, screwdriver, pencil, coffee, arm, hair, kangaroo, table, wall, or finger. It is everything and anything

➤ **Proper Nouns**

This is the exact opposite of a common noun. It is used to name of particular place, person, or thing. Proper nouns refer to all the things that are unique. They have their own distinguishable identity.

All proper nouns start with a capital letter: *London (a city), Napoleon Bonaparte - (an historical figure), Amazon River (a waterway), Avatar (a movie), McDonalds (a restaurant), The Lion, the Witch and the Wardrobe (a book) and Sydney Harbour Bridge (a landmark).*

➤ **Concrete Nouns**

A concrete noun is anything that can be perceived with our senses. We can see it, hear it, smell it, taste it or touch it.

For example: clouds, flowers, soil, water, music, chatter, laughter, smoke, perfume, stench, sugar, salt, vanilla, velvet, silk and bricks.

➤ **Abstract Nouns**

An abstract noun is a state, a quality or feeling that cannot be perceived by the senses. It is something we cannot see, hear, touch, or taste

us cannot use our five senses to perceive it. for example : *happiness, jealousy, beauty, trust, loyalty, betrayal or love or states : peace, quite etc*

➤ **Collective Nouns**

A collective noun is used to describe a group of objects.

For example, *a herd of cows, a colony of ants, a school of fish, a flock of seagulls, a pack of rats and a horde of zombie.*

According to definition above, we know that nouns refer to all things either concrete or abstract those are available in our environment. From the theories above, the researcher specify the noun that would be taught specially on concrete noun that is noun that can be touch, seen, and defined. For example, *woman, students, lectures, etc* .Related to the curriculum for the first grade of SMP students and teacher handbook, the researcher choose vocabulary of occupation as a material.

Frank (1972:47) there is five types of verbs.

➤ **Finite and non-finite verb.**

A finite verb (sometimes called main verbs) is a verb that has a subject; this means that it can be the main verb in a sentence. It shows tense (past / present etc) or number (singular / plural).

For example: *I live in Germany.* (*I* is the subject - *live* describes what the subject does - *live* is a finite verb).

A non-finite verb has no subject, tense or number. The only non-finite verb forms are the infinitive (indicated by *to*), the gerund or the participle.

For example: *I travelled to Germany to improve my German.* (*To improve* is in the infinitive form).

➤ **Auxiliary verb**

A sentence or phrase can have two interlocked verbs. The main verb gives the primary action, whilst the auxiliary verb adds subtle detail. Common auxiliary verbs include the verbs *to be*, *to have*, *to do*. Auxiliary verbs, which are sometimes called helping verbs, act as helpers to other verbs. They appear in front of action verbs and linking verbs. Let's view some examples: *The Girl Scouts are meeting after school today. I had fun. You will be happy*

➤ **Reflexive verb**

A reflexive verb is a verb whose agent performs an action that is directed at it. It characteristically takes a reflexive pronoun as its object. Examples: He *perjured* himself. He *shaved*

➤ **Transitive verb and intransitive verb.**

A transitive verb acts on an object and hence connects the subject of a sentence with its object, and hence requires both to exist.

For example: *I hit the nail.* (Transitive)

An intransitive verb does not act on an object and hence acts on its own (you cannot 'sleep' something). It can connect the subject with the object, but needs a preposition to do so.

For example: *I was asleep.* (Intransitive)

➤ **Linking Verb.**

Linking verbs do not express action. Instead, they connect the subject of the verb to additional information about the subject. For example: Keila *is* a shopaholic

According to Balley (1965:139), there are various characteristic of each component:

1. Verbs. Verbs have a part of speech without case inflection, but inflection of tense, person and number, signifying an activity or process. Verbs typically have four or five forms (*cook, cooks, cooked, cooking, etc*)
2. Adjectives. Most short adjectives have three forms. It is to show degree for example: *Pretty, prettier and prettiest*. An adjective is used to modify nouns and pronouns.
3. Adverb. Adverb has a part of speech without inflection, in modification of or in addition to a verb. Adverb also does not change form but has characteristic forms of its own. It is used to modify anything but nouns and pronouns.
4. Noun. Noun has a part of speech inflected for case signifying a concrete or abstract entity. Nouns can change the form to show the number and possession for example *girl, girls, girls', girl's*. There are used as primary substantive. Word that designed person (*student, mechanic, doctor, etc*). For animal (*ant, horse, duck, etc*). For place (*school, office, building, etc*), also things and idea.

5. Pronoun. Pronoun is a part of speech that used for substitutable for a noun and marked for person. The pronoun *are, I, we, you, they, she, he, it*. The pronoun also as substantives and they could be considered as sub-class of noun.

There are some types of vocabulary in English. Fries (1973:45) classify English words into four groups namely:

1. Function words are those words, which are used as a means of expressing of grammar structure, such as article (*a, an, the*) auxiliary (*is, are, etc*) and pronoun (*I, you, etc*).
2. Substitute words, those words which represent not to individual things or specific action, but function as substitute for whole from classes of words. In this group there are personal pronoun (*me, you, etc*), infinitive (*somebody, everybody, etc*) and quantity of number (*each, both*).
3. Grammatical distributed words, those are distributed in use according to grammatical matter as the presence or absence of a negative (*some, any, etc*) which also show usually grammatical restriction on distributions.
4. Content words, they constitute the bulk of vocabulary of the language. In English and some other languages, the content words are representing as noun (*stone, per, etc*) as verb (*run, eat, etc*) and adjective (*happy, beautiful, etc*)

This research focused on the content word because content word consist of words that can be associated into and it has various part such as noun, adjective, verb and adverb. And some of students in learning find more problems in differentiating and determining among them. The researcher more specific in teaching vocabulary; the researcher specified the vocabulary in teaching active and passive vocabulary of occupation.

2.2 The Concept of Teaching and Learning vocabulary

Considering the important of vocabulary in language teaching, teaching vocabulary should be taken into account. Vocabulary is also an important factor in all languages. Schaefer (2002:1) states that good vocabulary teaching is the creation of context in which the students constantly use relevant vocabulary in their reading, listening, writing, and speaking.

However, the teaching process of vocabulary needs a good technique in order to help students to get the meaning and the use of words.

As states by Allen and Vallete (1983:116-117) teaching vocabulary can be meaningful if the teacher can conduct the teaching process by combining the available technique of teaching. It is hoped that a good technique will be more enjoyable, interesting and motivating so that the students will not be bored in process of learning. Beside the technique that should be considered, the teacher also should consider the material vocabulary that will be taught. The teacher must select the vocabulary based on the curriculum.

So, the teacher must know about the capability of the students in order that learning language can improve the student's vocabulary mastery.

The statement above is supported by Bismoko (1974:64) states that in teaching vocabulary, the teacher must select the words which can be learned in limited time, which words should be chosen for teaching and which one should be left out. This idea indicates that the teacher should be careful in selecting the words for teaching. Hence, the selection of the words should be taken into account and should be related to the curriculum, students 'level and ages of the student's as well as their needs. Therefore the teachers need to know the things that influence the students in memorizing the process.

According to Harmer (1991:145) a general principle of vocabulary selection has been that of frequency. Teacher can decide which word they should teach of how frequently the word that are used by speakers of the language.

Another classification is given by Jo An Aebersold (1997:139) who classify the vocabulary into active and passive.

- a. Active vocabulary refers to items which the learner can use appropriate in speaking or writing, and it is also called as productive vocabulary.

Although in fact it is more difficult to put into practice, it means that to used the productive vocabulary, the students must know how to pronounce it well, must familiar with allocation and understand the meaning of the word.

- b. Passive refers to language items that can be recognized and understood. it is called receptive vocabulary

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing. Passive vocabulary contains all the words that students understand when they read or listen, but which you do not use (or cannot remember) in they own writing and speaking. Active vocabulary is all the words understand, plus all the words that can use.

Teaching vocabulary is clearly more than just presenting new words.

Passive vocabulary is the words that they understand but don't use yet provide sets or vocabulary which students can learn. Most of these early words will be constantly practiced and so can be considered as 'active'. We can assume that students have a store of words but it would be difficult to say which are active and which are passive. Students can understand many difficult English words when reading or listening, but they don't use most of them when speaking or writing in English. Students feel this is a problem. They would like to use all the difficult words that they know.

People understand many more words than they use in their own conversations.

One's passive vocabulary is much larger than one's active vocabulary. The total number of words actively used in one's whole life is much smaller than the total number of words understood in one's whole life. Most students find that they

memorize words better if they do something with them. Even better is to try and learn the word in a typical combination with other words

According to Nation (1990:18) states that when a teacher teaches a word, she or he has to teach three things, there are:

1. The form of the words

In teaching vocabulary, the learners must know about the form of the words means how to write the words, for example: “high”. The word “high” consists of letters h-i-g-h.

2. The meaning of the words

Beside the form of the words in teaching vocabulary the students must know the meaning of the words. Without knowing the meaning of the words they cannot use a language for communication.

3. The use of the words.

The teacher may provide the students with the real example in sentence form and provide some exercises in using the words.

Based on the statement above, it can be said that both of the form and meaning of the words are important to be taught. Nation (1977:18) says the meaning of words must be taught in context.

In teaching vocabulary the form of the words and the meaning of the words are able to be given to learners. Besides that the teacher is able to teach about pronunciation. Firstly the teacher can show directly the material to the learners and then the teacher can give the form of the words. Finally the teacher can teach directly the pronunciation of the words.

2.3 Concept of word Association technique

Vocabulary is central to communicating in a foreign language, without sufficient words to express a wide variety of meaning, communicating in a foreign language cannot happen in a meaningful way (McCarthy, 1990:8)

Word association gives the students chance to improve their vocabulary. This is in the line with the objective of technique which is to make as many words as possible by associating the word. The students can associate one word into verb, adjective and noun with still have connection with that word as many as word possible.

Word association is one of the major subjects studied in linguistics, psychology and psycholinguistics.

According to Richards, (1985) word association is a way in which words come to be associated with each other and which influence the learning and remembering of words. Association Test in order to see whether there are differences or similarities between the results of the students in these groups. The results of the study suggested that learners try to use a wide range of word association techniques and the proficiency level of the students have partial effect on their use of word associations.

According to Clark (1982:134) whenever two words occur together, an associative link is formed between them in the mind of the hearer, and the more frequently they occur together the stronger the association. It means that, when people are presented with one word as a stimulus and asked to produce a response

the ‘first word that comes into their head’, there will be some responses are made without reflex ion or hesitation. It is all a fair assumption that all speakers of a language have met the words with which they are familiar or in the same contexts.

As Schmitt (1998) states that word associations is a relatively simple procedure which is one of its attractions. Traditionally subjects are given a stimulus word and asked to produce the first response which comes to mind. According to him, the use of word associations holds a great deal of promise in the areas of L2 vocabulary research and measurement. He further claims that word association technique can be used as an alternative way to teach vocabulary.

According to Miller (1996) word associations show the familiarity effect: responses are faster to familiar words and if a word has been presented before, it takes a shorter time to respond to that word. Kess adds (1992), context is an important factor in giving responses if subjects must respond quickly; clang responses are common, if there is no time limitation more idiosyncratic responses occur.

Kess (1992) divided word associations into 3 types:

1. Members of the same part of speech class

- a) Paradigmatic responses are words that have the same form class as the stimulus word. (Responses which fall in the same syntactic category such as synonyms or antonyms such as thin-skinny, black-white)

Paradigmatic Responses also are oral responses that have been processed by the intellect to the following levels of overt production

b) Syntagmatic responses are words that could follow stimulus words in discourse (responses which fall into other categories such as dig/hole, cold-outside

Syntagmatic Responses also are oral responses that have been processed by the intellect *but* produce products (responses) that fall outside of the Requested (and expected in formal schooling) convergence responses.

2. Members of the same taxonomy

a) Subordinate is an assistant subject to the authority or control of another :
(dog/retriever)

b) Super ordinate is one of greater rank or station or quality or word that is more generic than a given word: (dog/animal)

3. Rhyming or clang responses (sister/blister, yellow/fellow)

In learning something, someone deals with the relation of the association of something, the synonym, antonym and connection. This deals with the process of students' mind in learning and storing the word linguistically, like what Nation (1990) says that association attached to a word affect to the way stored in the brain, and this will affect the availability of the word needed.

Furthermore, white (1998) also says that making students more practically aware of meaning relations involves getting students to build semantic field around particular, for example:

- a) Teacher : the association word can be (teaching, book, assignment, etc)
- b) Singer : the association word can be (song, music, voice, concert, etc)

Based on the definitions above, word association 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 the word association technique in learning the vocabulary, students can develop their vocabulary by associating them with the linking word and increase their vocabulary mastery.

2.4 The Procedure of Teaching English Vocabulary through Word Association technique

In this research, the writer interpreted the concept of word association. In applying this technique the researcher provided picture. First, the writer asks students' some question related to the picture shown and let the students to mention the word based on noun, verb, adjective and occupation that associated with the picture. After the students understand and know what they have to do, they develop the word

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

1. Choose a particular situation (situation as at the bank, at the supermarket, at the library, etc) or particular interesting topic (such as a job, sport, shopping, etc) and write a short passage or a dialogue on the theme we have chosen.
2. Brings the students to real conditions if it is possible. If it is possible we can bring some objects or pictures to the classroom.
3. Introduce the technique that we are going to use (the rule) and tell what they are going to learn (vocabulary).

4. Ask the students to prepare their book, pen, etc.
5. Describe and demonstrate the parts (the meaning) when we are teaching the students.
6. Repeat the process of teaching several times by demonstrating.
7. Ask the students if they have question. Try to create questions and answers sessions.
8. Do the question and answer sessions several times.
9. Let the students discuss the lesson with their friends.

The Writer proposed some sequences of the implementation of Word Association Technique in the classroom, they are:

1. The teacher selects and tells to the students about relation between one things to another. This is intended to build their knowledge about what they are going to learn and to do. ". The teacher prepares visual aid in this case. The writer uses a picture.

For example:

Teacher says : "what do you think when you hear a doctor?"

Students' respond: "hospital, nurse, ambulance, sick and more"

2. The teacher shows realia. For example, teacher shows injection which is show to the students. This is used to make the students open their mind about the word that related to the injection. And the researcher asks students some questions related to the injection, for example:

1) What are the words that you think when you see this picture (injection)?

2) What are the occupations that relates with it?

- 3) What should we do to help someone with it?
- 4) And others
3. Teacher gives other pictures and realia and guides the students to develop the words related to that picture into occupation, verb, and noun
4. Teacher repeat process of teaching several times. Then, ask students to identify several words that related to the picture or realia and develop it into their own word association as many as possible into occupation, verb, and noun or adjective.
5. Teacher asks students develop and find out the word related to the picture, they are asked to make sentences from the words in the written form.
6. Teacher asks the students if they have any questions.
7. Teacher carries out question answer session several times.
8. To know the result of the students` acquisition of the lesson, the teacher asks the students to do the test based on the material. The test is, some of students are asked to presents their sentences that they make.
9. Teacher checks their tasks errors directly when the students present the result.
10. The teacher asks students to find out the picture or realia of something and make the word association to another word in written form.

2.5 The advantages and disadvantages by using word association in teaching vocabulary

Applying word association technique can give any advantages as well as disadvantage in teaching vocabulary. They are:

The advantages are:

1. The students study the material with full attention.
2. Students and teacher have a well communication, because the teacher tries to acquire students' vocabulary that they think in their mind.
3. In word association, teacher could develop of foreign language of the students.
4. Word association has a number of potential advantages as an instruction technique.
5. Word association, the students can identify, organize and understand the vocabulary itself.
6. It is easy for the students to concentrate on individual word and understanding the meaning, use and function.
7. It can help develop students' awareness of the differences between first language and second language system.
8. Word association provides a chance of maintaining a high level of interest and motivation of students in learning process.
9. The students show their ability in thinking and interpreting the events.

10. Students are able to connect new word to what they already know before.
11. Word association can help the students to organize the students mind.
12. It is able to help the students to expand or develop the vocabulary.

The disadvantages are:

1. Each person has different perception about meaning or word itself.
2. It will waste a long time, because students need more time to think.
3. Students may find difficulties in expressing the stimulus word or linking because their vocabulary is still limited.
4. Not all students could think fast and express the words that have connection from the main word.

2.6 The Theoretical Assumption

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

Vocabulary is a component of language containing information about the meaning and the use of word in language.

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 words, how to pronounce them and how to use them in sentences or in daily life.

There are many kinds of techniques in teaching English vocabulary and teacher should have the ability to choose the appropriate technique and implement it in the teaching learning process to obtain the goal. The use of interesting aid is necessary was focused on teaching English vocabulary especially content words at the first year students of junior high school by using word association technique.

Word association technique may be used in teaching vocabulary because it may get the students involved and active. Since, the students in this case have a unique, essential part to play in the activity. Therefore, word association technique may be an effective and interesting technique in teaching vocabulary.

2.7. Hypothesis

The line with the theoretical assumption above, the writer formulated the hypothesis as follow:

There was a significant difference of vocabulary achievement of the students after being taught through word association technique.

