

## **II. FRAME OF THEORIES**

This chapter will review the theories that support the research. Those theories are the concept of vocabulary, concept of teaching vocabulary, concept of clustering technique, theoretical assumption, and hypothesis.

### **2.1 Concept of Vocabulary**

Language is a means of communication that is made up of sentences that convey meaning. In the school, learning language means learning its vocabulary. The vocabulary plays an important role in language in which the vocabulary will make a language meaningful.

Literally, vocabulary is a total number of words, rules for combining them which makes up the language. Rivers (1970) says that it would be impossible to learn a language without vocabulary. It suggests that vocabulary has a very important role in learning a language. It is impossible to learn a language without learning its vocabulary first. This is supported by Wilkins (1983:3) who says that without grammar little things can be conveyed. It is obvious that without vocabulary someone can convey nothing. Even though we master the grammar of a certain language but we do not have any knowledge on its vocabulary, we will not be able to communicate or to express our idea using that language.

According to statement above, it is a fact that vocabulary is the basic element of a language in form of words in which it will make a language meaningful. Wallace (1988) states that vocabulary is the vital aspect of the language. If we have the vocabulary we need, it is usually possible to communicate in a certain fashion. An adequate vocabulary may enable the message to be expressed clearly.

Concerning this matter, Burton (1982:98) states that a large number of vocabularies help us to express our idea precisely, vividly, and without repeating the word.

Thus, in order to help students master a new language, they have to master an adequate number of vocabularies. In other words, we can say that the quality of the language performance of the students may depend on the quality and the quantity of their vocabulary. The more vocabulary they gain, they can communicate more effectively in the target language.

## **2.2 Concept of Single Word**

Katamba (2005) states that single words are thought of as the smallest meaningful unit of speech that can stand by themselves. This correlates phonemes (units of sound) to lexemes (units of meaning). However, some written words are not minimal free forms, as they make no sense by themselves (for example, *the* and *of*).

There are kinds of vocabulary based on the theory of word order. This part of speech is commonly known as the theory of parts of speech. They are eight parts of speech: the verb, the noun, the pronoun, the adjective, the adverb, the

preposition, and the conjunction. Each part of speech explains not what the word *is*, but how the word *is used*. In fact, the same word can be a noun in one sentence and a verb or adjective in the next.

Crystal (1995:206) defines the definition of those seven parts of speech as follows:

#### 1. Noun

It is one of most important part of speech. A noun is a word used to name a person, animal, place, thing, and abstract idea. It is also a word which (a) occurs as a part of subject of a sentence or an object of a verb or the object complement. A noun can be modified by an adjective.

There are many different types of nouns. As you know, you capitalize some nouns, such as *Canada* or *Louise*, and do not capitalize others, such as *badger* or *tree* (unless they appear at the beginning of a sentence). In fact, grammarians have developed a whole series of noun types, including the adjectival noun, the animate noun, the collective noun, the concrete noun, the countable noun, and the uncountable noun and the collective noun.

##### a. Adjectival Noun

Adjectival noun is an adjective that functions as a noun. The examples of adjectival noun are

1) ***The other*** is still on the way.

2) ***The poor*** is asking any food from the rich.

##### b. Animate Noun

Animate nouns refer to a person, animal, or other creature. This animate noun sometimes has different noun endings which make the gender clear.

The examples of the animate noun are:

1) *The **actress** dances on the stage.*

2) *The **singer** is greeting his fans.*

3) *We meet **the manager**.*

c. Collective Noun

Collective noun is a word used to define a group of objects, where the objects can be people, animals, emotions, concept or other thing. It is a noun that refers to things or people as a unit. The examples of collective noun are:

1) *The **jury** is collecting the score to decide the winner.*

2) *The **team** joins the match*

3) *The **audience** gives their applause to the singer.*

d. Concrete Noun

Concrete noun refers to entities which can be observed and measured.

Here are the examples of concrete noun:

1) *She holds many **books**.*

2) *My parents buy a **house**.*

3) *They drive the **car** quickly.*

e. Abstract Noun

Abstract noun refers to unobservable notions, such as difficulty, idea, certainty, etc. For example: *I put my daughter's **art** up on the fridge.*

f. Countable Noun

Countable noun refers to individual, countable entities, such as books, houses, flowers, for example: *He bought three **books** of psychology.*

g. Uncountable Noun

Uncountable nouns refer to an undifferentiated mass or notion, such as butter, water, sugar, for example: *I add some **sugar** in his coffee.*

h. Proper Noun

Proper nouns are names of specific people, place, time, occasions, events, publications and soon. Proper nouns are not usually used with the determiners. It is also written with an initial of capital letter. The examples of proper nouns are:

1) *I love **Indonesia**.*

2) *I went to beach on **Sunday**.*

3) *They watch the **FIFA World Cup Championship**.*

2. Verb

It is the word which expresses an action or help to make a statement. The verb is perhaps the most important part of the sentence. A verb or compound verb asserts something about the subject of the sentence and express actions, events, or states of being. It occurs as a part of predicate of a sentence and sometimes carries numbers of grammatical categories, such as tense, aspect, and mood.

There are several types of verbs. Those are:

a. Auxiliary verb

Auxiliary verb is also called as helping verb. This helping verb assists the main verb in a clause to express several basic grammatical contrasts, such as in a person, number and tense. They do not follow the same grammatical rules as main verb, which is why they must be considered as a separate class.

Auxiliaries can be used before the word 'not'. It is also put before the subject in order to ask a question.

Here are the examples of auxiliary verb:

- 1) *They **do** not need any help to finish their homework.*
- 2) ***Does** she come late every Monday?*
- 3) *Marry **does** not want to attend her friend's birthday party.*

#### b. Inchoative Verb

Inchoative verb is a verb that describes a change of state. The examples of inchoative verb are *freeze, dry, burn, rise, etc.*

The examples in sentence are:

- 1) *The refrigerator **freezes** everything in it.*
- 2) *The fire **burns** the wood.*

#### c. Modals

Modal verbs convey a range of judgments about the likelihood of events; they function only as auxiliary verbs, expressing meaning which are much less definable, focused, and independent than those of lexical verbs. There are nine verbs in this class: *can, could, may, might, will, would, shall, should, and must*, with *dare, need, ought to* and *used to* having a very similar function.

Here are the examples of using modals in the sentence:

1) I **will** visit the museum in the week end.

2) She **can** finish her homework without any help.

#### d. Phrasal Verb

Phrasal verb is a set of verbs which demonstrate some unique properties. It appears with what looks to be a preposition, traditionally referred to as particle.

Here are the examples of phrasal verb:

1) The plane **took off**.

2) My father **looks for** money every day.

#### e. Regular and Irregular Verb

A regular verb is the verb that follows the pattern of taking *-ed* for the past tense and past participle or *-d* if the word ends in e, such as *walk=walked*, for example: *He **walked** alone to the school*

An irregular verb is the verb that does not take the *-ed* ending for the past tense and past participle forms. Some irregular verbs do not change; *put put put*, while others change completely; *drink, drank, drunk*, for example:

1) He **put** my book on the table.

2) She **drank** a cup of milk.

### 3. Adjective

It is the word used to qualify noun or pronoun. An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun which it modifies.

In the following examples, the highlighted words are adjectives:

1) The **small** boat foundered on the **wine dark** sea

2) The back room was filled with **large, yellow** rain boots.

An adjective can be modified by an adverb, or by a phrase or clause functioning as an adverb in the sentence, for example: *My husband knits intricately **patterned** mittens.*

#### a. Possessive Adjectives

A possessive adjective (*my, your, his, her, its, our, her*) is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun or a noun phrase, as in the following sentences:

1) *I can't complete **my** assignment because I don't have the textbook.*

2) *What is **your** phone number?*

#### b. Demonstrative Adjectives

The demonstrative adjectives *this, these, that, those, and what* are identical to the demonstrative pronouns, but are used as adjectives to modify nouns or noun phrases, as in the following sentences:

1) *When the librarian tripped over **that** cord, she dropped a pile of books.*

2) ***This** apartment needs to be fumigated.*

#### 4. Adverb

It is used for qualifying the meaning of a verb, adjective, or another adverb.

An adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answers questions such as *how, when, where, how much.*



While some adverbs can be identified by their characteristic *ly* suffix, most of them must be identified by untangling the grammatical relationships within the sentence or clause as a whole. Unlike an adjective, an adverb can be found in various places within the sentence.

In the following examples, each of the highlighted words is an adverb:

- 1) *The seamstress **quickly** made the mourning clothes.*
- 2) *The midwives waited **patiently** through a long labor.*

The highlighted words in the following sentences are conjunctive adverbs:

- 1) *The government has cut university budgets; **consequently**, class sizes have been increased.*
- 2) *He did not have all the ingredients the recipe called for; **therefore**, he decided to make something else.*

## 5. Conjunction

It is the word used to relate one word to another word, or one sentence to another one. You can use a conjunction to link words, phrases, and clauses, as in the following example:

- 1) *I ate the pizza **and** the pasta.*
- 2) *Call the movers **when** you are ready.*

## 6. Pronoun

Pronouns are words which stand for a noun, a whole noun phrase or several noun phrases. They can also refer directly to some aspect of the situation surrounding the speaker or writer.

Grammarians classify pronouns into several types, including personal pronoun, reflexive pronoun, possessive pronoun, reciprocal pronoun, interrogative pronoun, relative pronoun, demonstrative pronoun, and indefinite pronoun. Here are the examples of personal pronouns in the sentences:

1) *I cook the cake in the kitchen.*

2) *They give me a surprising party.*

## 7. Preposition

Preposition expresses a relationship of meaning between two parts of a sentence, most often showing how the two parts are related in space or time.

Most of common preposition only consists of one word, they have no distinctive endings, and do not vary. Several prepositions consists of more than one word. Here are the examples:

1) *I am **at** home right now*

2) *She has been here **since** two hours ago.*

Based on the explanation above, each form of vocabulary has its own function on the sentences. In this research, the researcher only focus on three of parts of speech, they are noun, verb and adjective because that parts of speech are familiar to the students and easy to be understood by them.

### 2.3 Concept of Teaching-Learning Vocabulary

In general there are three steps in teaching vocabulary; firstly, teaching the word form that are spelling and pronunciation. The teacher can teach the spelling of the word by simply write it on the whiteboard. While in teaching pronunciation

the teacher can pronounce the word loudly in front of class, and then asks the students to repeat after the teacher.

Secondly, teaching the meaning of the word. In teaching the meaning of the word, the teacher can ask the students to look up in the dictionary. If the students have any difficulties, then the teacher may help the students by giving them the s or the meaning of the word or the teacher can also directly tell the students what its meaning.

Thirdly, teaching the use of the word. In teaching the use of the word, the teacher may provide the students the real example in sentence form, and provide them some exercises in using those words.

It suggest that English teacher should find an alternative technique that at least covers the three steps above in teaching vocabulary.

Bismoko (1976:64) states that in teaching vocabulary, the teacher must select the words which can be learnt in a limited time, which words should be chosen for teaching and which one should be left behind. It means that the teacher should be able to choose the appropriate words in teaching vocabulary according to the level, needs. Bismoko (1976:64) says that the vocabulary which should be taught to beginners should meet the following requirements:

1. Must be frequently used by people whose native language in English. These words can be selected from A General Service List Of English Words (West,1953). West (1953, vii) says that the words represent a list of 2.000

General Service List and considered suitable as the basis of vocabulary for learning English as a second language. For example: book, eye, money etc.

2. Must be useful in any country and any situation especially for authentic situation. This means that the words are very essential to be familiarly spoken in authentic situation. For example, the words used in expressing:
  - a. Greeting: Good morning, Good bye, etc
  - b. Condolance: I am sorry, etc

According to Nation (1990:18), we can determine what vocabulary to teach on vocabulary teaching by using:

1. Frequency counts

Usually a vocabulary count is done by making a list of the words in particular text or group of texts and counting how often and where they occur, by this way teachers will be able to select which word is useful to be learnt and which word is not.

2. Word list

Word list is a list of words that have been listed by some experts. There are some word lists that have been made by some experts and can be used to teach vocabulary.

In this research the researcher used the student's senior high school handbook, *Linked to the World 1*. The consideration of using this book as source is that the book is arranged based on the KTSP curriculum and the book is also used by the teacher at the school.

There are strategies that the learners can use to cope with the new vocabulary.

Kustardjo in Ernawati (2004:10) proposes five possible ways of learning vocabulary, namely:

1. Learning vocabulary through creativity

By this way the teacher may let the students decide to choose what they want by themselves. The teacher can choose any techniques that can enable the students to be creative in producing vocabulary, such as games, drama, pictures, etc.

2. Learning vocabulary through context clues

The teacher may use the context clues in any words recognition by figuring out the meaning of the words based on the context. The teacher can guide the students to find the meaning of some vocabulary using clues that are put in a kind of bubble diagram.

3. Learning vocabulary through guessing

By this way the teacher can encourage the students to be able to learn the words being learnt. To guess correctly, the pupil should have good rationale. The teacher can give any sample of the words or sentences.

4. Learning vocabulary through definition

The teacher guides the students to learn the meaning of the words into correct sentences. For instance: 'keeper' is... 'someone who keeps', etc.

5. Learning vocabulary through derivation

The teacher involves the four classes of words into the position of occurrences in English sentence pattern. The teacher can give nouns, adjectives, and adverbs, then the teacher ask the students to make derivation of the words.

All of the ways above can be used in teaching-learning vocabulary process, but in this research the researcher used the learning vocabulary through context clues, because the researcher assumes that by this learning method it would be easier for the students to memorize the vocabulary.

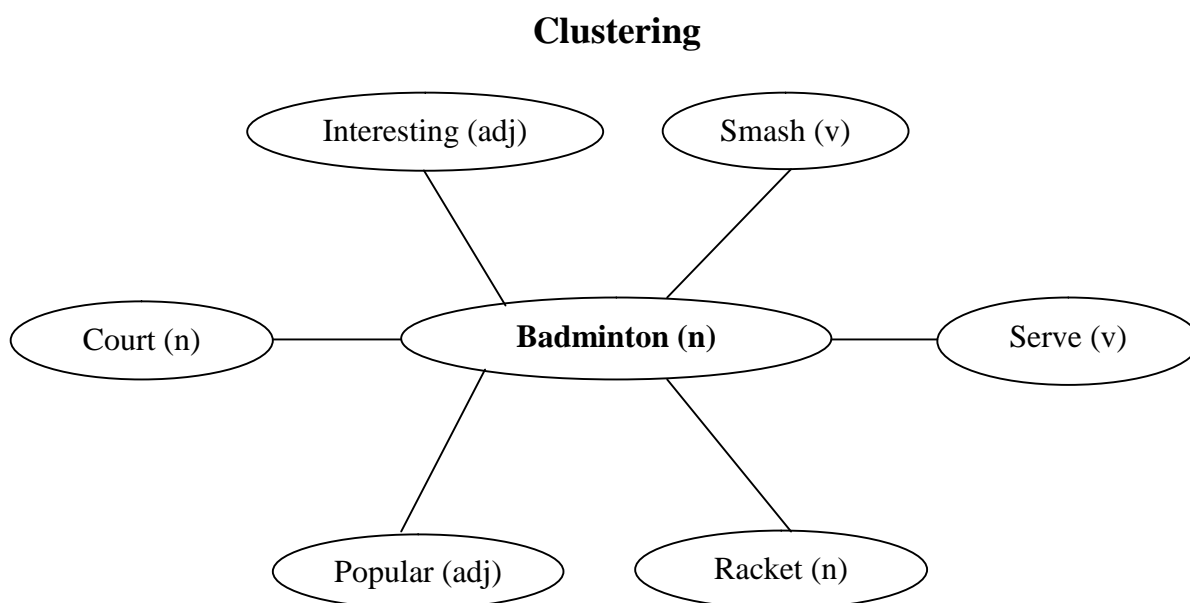
#### **2.4 Concept of Clustering**

Since the KTSP curriculum pays a lot of attention on the ability of students to use English contextually so the researcher chooses clustering technique to be researched in this research. Based on five ways of learning vocabulary has been proposed by Kustardjo (2004:10), the clustering technique can be categorized in second way that is learning vocabulary trough context clues. By knowing the context clues, words that have connection to the target word, it will be easier for the students to figure the meaning of the target word, to memorize it, and to use it when the find the right situation based on the context clues they have known.

Macdonald and Macdonald (1996:34) says that clustering is a type of free associated listing. It begins with a core-word, a word that acts as a mental stimulus to make the writer come up with related terms that branch out from the center term. One term leads to another and another to create a complex network of diverse idea, all related back in the same way to the core stimulus word.

Macdonald and Macdonald also stated that Clustering is a good way to generate general unifying categories (abstractions) as well as a way to come up with specific support (details). This is true because the word clue is developed from the most general (the core) until the most specific (the branch). The students' task is only to develop sentences from the clues that are already made before.

Clustering is actually a pre-writing technique used in developing an idea in paragraph writing. Reid (1994:30) gives an example of clustering as we can see in the figure below. From the picture below, we can see that a lot of vocabulary can be developed from a single idea by using Clustering.



One key word or target word must be related to other problems or situations. It can be seen that the word *badminton* has relations to words *smash* and *serve* because *smash* and *serve* are activities in badminton. While the word *badminton* has relations to words *interesting* and *popular* because badminton is a kind of sport which is very interesting and popular. Whereas, the word *badminton*

has relation to words *racket* and *court* because racket is one of equipment which is used to play badminton, and court is the place to play badminton.

By giving a certain key word or target word to the students and ask them to make clustering based on it, we made the students to increase they connected vocabularies. It also able to trigger their background knowledge to help them in memorizing the new vocabulary. So it would be easier for them to memorize and recall on the situation that they are faced. Even though clustering is actually a technique, which is usually used in pre-writing paragraph but the researcher assumes that this technique is also applicable in increasing the vocabulary of the students.

The clustering technique teaching procedure according to Sinaga (2007:10) are as follows:

- **Pre-Activity**

- The teacher greets the students

For example: *Good Morning, students.*

- Teacher asks how their life is

For example: *How are you today?*

- The teacher introduces the topic of today's lesson by giving triggering questions

For example:

*What do you call a sport that is played inside a room? Indoor Sport*

- **While-Activity**

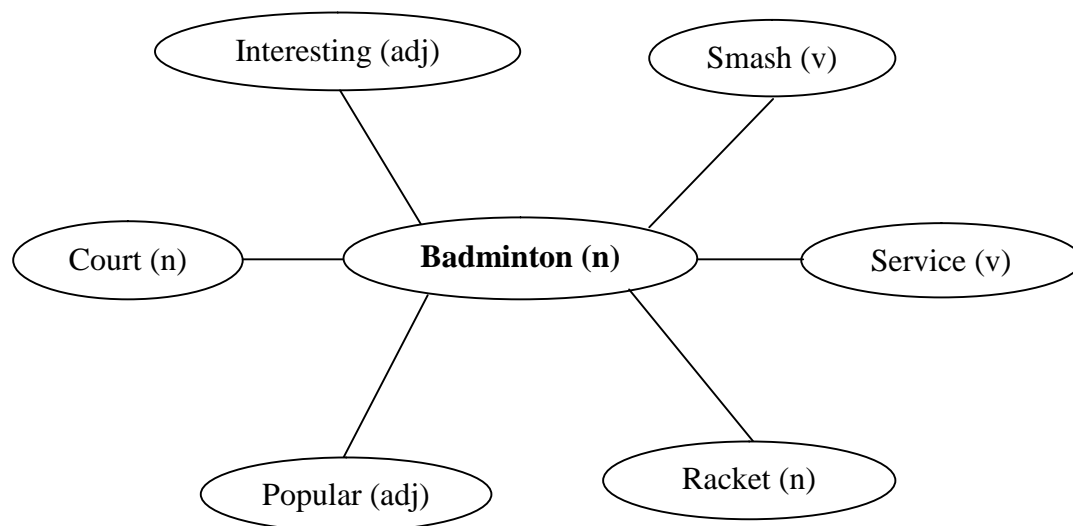
- The teacher writes some target words based on the topic on the whiteboard



- The teacher shows an example how to make a clustering by writing the target word in the white board and develop it into a clustering

For example: *Badminton*

Then the teacher asks the students to mention the words related to the sport they had before



- The teacher write the part of speech, that is noun, verb and adjective from the clustering
- The teacher divides the class into five groups
- The teacher gives different target word and asks students to make their own clustering
- After having their own clustering the teacher asks each group to come in front of class, write their clustering and the part of speech from the clustering on the whiteboard
- The teacher gives example of sentences using some of the target words of those clusters written on the whiteboard

For example:

- *Mary and Jane played badminton yesterday.*
- *I bought new racket last week.*
- The teacher asks the students to recognize the words from the other group's clustering and use the word in sentences
- **Post-Activity**
  - The teacher gives reflection and gives the students chance to ask the teacher
  - The teacher closes the class

## **2.5 Theoretical Assumption**

Learning vocabulary is not only a matter of memorizing words but also how to memorize them and use them to create sentences. And the sentences themselves are created from some words combined to form a new meaning. In order to create a meaningful sentence, of course we need to have a lot of connected vocabularies. Clustering technique helps students to develop and to find connected words from a single theme. This technique motivates the students to find new words by their own effort. So the new words they found will stand longer in their mind. Based on the frame of theories above the researcher assumes that clustering technique can be an effective technique in helping the students to increase their vocabularies and to use them when they are needed to create sentences.

## **2.6 Hypothesis**

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

“There was a significant increase of students’ vocabulary achievement after being taught through clustering technique especially in terms of single word.”