

II. FRAME OF THEORIES

2.1 Concept of Vocabulary

We cannot develop the four language skills namely listening, speaking, reading, and writing without having vocabulary. The teacher of language should increase the students' vocabulary achievement, because vocabulary is an important part in language. Without mastering vocabulary the students cannot communicate well to the other people. Rivers (1970:462) says that it would be impossible to learn a language without vocabulary.

According to Hornby (1984:4), vocabulary is a building block to build the language. Wallace (1988), vocabulary is a vital aspect of language. There is no language without vocabulary. It is the base of language and has an important role in language. Webster (1984:110) defines vocabulary as a list of words usually arranged alphabetically and defined, explained, or translated into the range of language, the stock of words at the person's command. It is understood that vocabulary is the basic element of a language which will make someone to communicate with other people.

According to statement above, the writer assumes that vocabulary is the basic element of language in form of words in which it will make a language

meaningful. By having adequate vocabulary one can communicate with other. It can be inferred that vocabulary is important factor of learning language because if we have many vocabularies of language, we can practice the language in our daily life. In other word, we can say that the quality of students' language may depend on the quality and quantity of their vocabulary. The more vocabulary they gain, the more skillful the language they can perform.

There are some types of vocabulary in English. Fries (1974:45) classify English words into four groups, namely:

1. Content words represent the names of object or things, that is the concrete nouns (cats, dogs), the action done by with these things, that is verb (eat, bark), and the qualities of these things, that is adjectives (tame, fat).

Example : teacher (n), hospital(n), farmer (n), market (n),etc.

cook (v), teach (v), sell(v), etc.

good (Adj), Patient (Adj), diligent (Adj), etc

2. Function words are those words which are used as a means of expressing relation of grammar structure, such as conjunction (and, but), article (a, an, the), auxiliaries (do, does, did).
3. Substitute words are those which represent individual things or specific action as substitutes for whole form classes of words, that is, indefinites (anybody, anyone).
4. Distributed words are those that are distributed in use according to grammatical matter as the presence of a negative, for example, any, either, too, or yet.

The explanation above shows that there are four types of English vocabulary. In this research, the material of teaching vocabulary would be taken from the content words (noun, verb, adjective). The writer chose them as the material because they are often used in communication. They can also cover the material, that is, job. Furthermore (Fries, 1974: 45) says we must have objects, actions and qualities, to talk about in our language are intended to be satisfactory means of communication.

Concerning some concepts of vocabulary proposed by the experts above, the writer assumes that vocabulary is an important part in learning a language. Without mastering a large number of vocabularies, it is difficult for a learner to study, to use the language. A large number of vocabularies can help the students to express their ideas precisely and vividly as well as to communicate in real condition. It also helps a learner to understand foreign language easily, including English as the language being researched here.

2.2 Concept of Learning Vocabulary

Ideally, teaching vocabulary needs taking into account by an English teacher. She should search for better ways of teaching vocabulary so that it will be meaningful and useful and the students will find it easier to understand the words which are taught and they can also increase them well. Allen and Vallete (1977:149) state that learning vocabulary can be meaningful if the teacher can conduct the teaching process by combining the available techniques of teaching. And the students as the participants in learning process will understand the words easily.

Teacher should be careful in selecting the words to be taught to the students. It is supported by Bismoko (1976:64) that the teacher must select the words which can be learned in a limited time, which words should be chosen for teaching and which ones should be left out.

According to Nation (19990:18), we can determine that vocabulary can be taught by using:

1. Frequency counts

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

2. Word List

Word lists 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 in preparing material to be taught on vocabulary teaching. They are General Service List of English Words by West (1953), The Cambridge English Lexicon by Hind marsh (1980), and Longman of contemporary English by McArthur (1981).

In this research, the writer used frequency counts. Its vocabulary done by making list of the words in a particular text or group of texts. The writer took that vocabulary list from students' junior high school handbook, which is published by Erlangga.

2.3 Concept of Information Gap Technique

Information gap technique is the activity in which the students are given different information. By sharing the separate information they can complete a task. The students can be put in pair or group. Each student has different information, so in order to get information he wants to know he must ask his partner.

Information Gap technique will do in pairs or group so that the students do not do by their own selves. Information Gap technique is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it. According to Nue & Reeser (1997), in information gap activity, one person has certain information that must be shared with others in order to solve a problem, gather information or make decisions.

In addition Dorit Sasson (2008) says that information gap activities are those in which students exchange information in order to complete a required lesson plan activity. Information gap technique is effective technique for learning English. Furthermore, Scott Thornbury (2002: 89) states that Information Gap is an activity in which information is distributed between students in pairs or small groups. In order to complete a task, students must exchange information in order to fill the information gap.

William (1981: 17) states that what the teacher might achieve through the activities. The activities can help the teacher:

1. give reason for students to speak
2. improve motivation
3. create a context which support learning
4. give natural learning
5. provide task practice

Types of activities which are based on information gap:

1. Discovering identical pairs

Four pictures are distributed among four students and the fifth student holds a duplicate of one of the pictures. He must question the others or discover which student has the picture identical to his own.

2. Finding differences

The students are distributed pictures which look the same but actually they have differences. The students have to find differences.

3. Completing drawing

One student has a complete drawing and the other has incomplete one. They should communicate to complete the drawing.

4. Finding Missing Information

Two students have the same text but each student has missing information, the two students have different missing information. Student A has the information needed by student B and student B has the information needed by student A. So the students should communicate in order to know the information.

5. Completing the crossword

Two students have the same crossword in which some of the boxes are blank. Student A should ask student B and student B should ask student A in order to get the words he needs. When student A or student B wants to give the words, he should explain them. It is forbidden to say the words. In this activity the students use their own sentences in explaining the words.

Here the writer used finding missing information as the task.

2.4 Concept of Finding Missing Information

According to Littlewood (1981:25) in Finding Missing Information, the students get some texts but some of the information are deleted and the students get different missing information, in order to complete a task, the students must ask his/her partner. Here the example of finding missing information: Group A has personal information of a famous person with all the nationality and job missing, while Learner B has the same text with all the work place and hobby missing. Together they can complete the text by asking each other question.

A's Information

Name	Nationality	Job	Work place	Hobby
SBY	Istana Negara	Singing
Barrak Obama	White House	Reading
Michael Jackson	TV Station	singing

B's Information

Name	Nationality	Job	Work place	Hobby
SBY	Indonesian	President of Indonesia	...	...
Barrak Obama	American	President of USA	...	...
Michael Jackson	American	Singer	...	...

2.5 Procedures of teaching vocabulary through Information Gap Technique

The following are steps in teaching vocabulary through Information Gap Technique:

Pre Activities:

- Teacher greets the students.
- Teacher checks the attendance list.
- Teacher asks some questions related to the topic to build up their knowledge of field by asking them about their dream (what they want to be after graduating from their school)
- Teacher writes their answer on the whiteboard.

Example:

NAME	DREAM (What you want to be)	WORK PLACE	RESPONSIBILITIES	THE QUALITY
1. Adi 2. Ika	Teacher Singer	School Tv Station Hospital	Teach students. Entertain everyone with song.	Strict Good
3. Uti Etc.	Doctor		Treat Patients.	Patient

While Activities:

- Teacher tells the topic. (Job)
- Teacher explains the material, which are, Name of Job, work place, the responsibilities and the quality.
- Teacher asks the student if they have some question concerning the material.
- Teacher gives tasks to the students.
- First, Teacher divides students into four group (A, B, C and D)

- Then, Teacher gives handout to the students which consist of some person with their jobs, work places, responsibility and the quality.

A's Handout

NO	NAME	JOB	WORK PLACE	RESPONSIBILITIES	THE QUALITY
1.	Rita	Secretary	...	...	...
2.	Andi	Doctor	...	...	...
3.	Dian	Waitress	...	...	...
4.	Dani	Sailor	...	...	...
5.	Vito	Police officer	...	...	...

B's Handout

NO	NAME	JOB	WORK PLACE	RESPONSIBILITIES	THE QUALITY
1.	Rita	...	...	Types letter	...
2.	Andi	...	...	Treat patients	...
3.	Dian	...	...	Serve food	...
4.	Dani	...	...	Work in ship	...
5.	Vito	...	...	Solve crimes	...

C's Handout

NO	NAME	JOB	WORK PLACE	RESPONSIBILITIES	THE QUALITY
1.	Rita	...	Office	...	...
2.	Andi	...	Hospital	...	...
3.	Dian	...	Restaurant	...	...
4.	Dani	...	Ship	...	...
5.	Vito	...	Police Station	...	...

D's Handout

NO	NAME	JOB	WORK PLACE	RESPONSIBILITIES	THE QUALITY
1	Rita	...	...	...	Diligent
2.	Andi	...	...	...	Patient
3.	Dian	...	...	...	Friendly
4.	Dani	...	...	...	Strong
5.	Vito	...	...	...	Strict

- Teacher explains the instruction how to fill the information/the tasks clearly.

1. Teacher asks A group for asking first and B group answers them.

2. Next C group asks D group, they have to take turn asking for the information.
 3. Each group has to exchange their information to complete the task.
- Teacher makes sure that the instructions have been clearly understood by everyone in the class.
 - And then teacher asks the student if they still have some question.
 - Next, teacher asks them to do their task.
 - The teacher corrects the students' answer and concludes the best answer/group.

Post Activities:

- The teacher asks the students about the material that has just been learned.
- The teacher gives summary about the material that has just been learned.
- Teacher closes the meeting.

2.6 Advantages and Disadvantages of Using Information Gap Technique

1. Advantages

- In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

- Participation is even.
- Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

2. Disadvantages

Classroom management is typically the reason why information gap activities do not go as planned. It is worthwhile to invest time therefore, in the principles of classroom management before implementing any information gap activity.

2.7 Concept of Translation Technique

Translation is a general term referring to the transfer of thought and ideas from one language (source of language) to other language (target language) whether the language in written or spoken forms (Richard, 1976:1). While F. Garrow (1972:27) says that translation is changing a communication (a word, phrase, and sentence) to other terms or to another form (verbal or symbolic) or to another level abstraction (simpler or more complex).

In addition Cat ford (1965) says that translation is the replacement of textual material in one language (source language) by equivalent textual material in another language (target language). It indicates that translation is the transfer of meaning from one language to another language in the closet natural equivalent of the source language.

Concerning the description above, the writer assumes that translation is the giving of the closest meaning or natural equivalent of the words, phrase and sentence of one language (source language) into another language (target language) either in spoken or written form. Translation can be regarded as one of the techniques applied to present a material in a classroom.

Newmark (1988) mentions some of the common methods of translation. These are as follows:

- Word-for-word translation

Here the source language word is translated into another language by their most common meanings.

- Literal Translation

Here the source language grammatical constructions are translated to their nearest target language.

- Faithful Translation

Here the translation interprets the exact contextual meaning of the original within the constraints of the grammatical structures of the target language.

- Semantic Translation

Semantic Translation refers to that type of translation which takes into account the aesthetic value of the source language text.

- Adaptation

Adaptation refers to that type of translation which is used mainly for plays and poems. The text is rewritten considering the source language culture

which is converted to the target language culture where the characters, themes, plots are usually preserved.

- Free Translation

This method of translation produces the translated text without the style, form or content of the original text.

- Idiomatic Translation

It translates the message of the original text but tends to distort the original meaning at times by preferring colloquialisms and idioms.

- Communicative Translation

This method displays the exact contextual meaning of the original text in a manner where both content and language are easily acceptable and comprehensible to the readers.

From some common methods of translation above, in this research, the researcher used Word-for-word Translation in teaching vocabulary of job. It is usually used in the class by the teachers of English to present new vocabulary to their students. The teacher and the students translate the new words into their native language, for example English into Indonesian. In this way, the teacher plays dominant role in the class. While the student remains passive. Translation can be done quickly and it does not waste much time. It is the fact that this technique is still widely used by the teacher in teaching English including at Junior High School. It is also related to the condition of the school, time allocated and the number of students in every classroom.

2.8 Procedures of Teaching Vocabulary through Translation Technique

The procedure of teaching vocabulary through translation is as follows:

1. Teacher tells the topic
2. Teacher explains the materials one by one and to make sure that the students are familiar with the material.
3. After explaining the materials, the teacher gives the meaning of the words in Indonesian.
4. Teacher pronounces the words one by one and asks the students to repeat.
5. After finishing the material, the teacher reinforces the students' mastery of the words taught by asking the students to answer some questions.
6. At the end, as an evaluation teacher gives a test to the students.

2.9 The advantages and disadvantages of Using Translation Technique.

a. Advantages

1. Translation can be done quickly in learning new vocabulary.
2. It is easy to teach and administer.
3. Translation can help the teacher to keep balance between the time allocation and the number of students in every classroom.

b. Disadvantages

1. This technique makes the students become passive in teaching learning process.
2. It does not motivate the students. It makes the students become bored in learning English.

2.10 Theoretical Assumption

Based on the discussion above, the writer would like to compare those two techniques and see which one is better in teaching vocabulary. As it has been stated that Translation Technique can be helpful and effective technique in teaching and learning vocabulary, the student can focus with their task. Classroom management runs as planned. Translation can help the teacher to keep balance between the time allocation and the number of students in every classroom. It is easier to present language materials in the classroom and to evaluate the process of the language teaching.

But sometimes it will not be helpful and effective even boring because this technique depends on teacher whether the teacher is active or not. The students tend to follow what their teacher asks them so that sometimes the situation seems no interaction.

While, teaching vocabulary through Information Gap Technique, it can offer a variety of interesting activities, it may enable the students to find an enjoyable atmosphere to learn and to have a good achievement in learning. The writer assumes that Information Gap Technique can help the teacher to create a good atmosphere and interaction in learning vocabulary. Interaction in language classroom will lead the learners to better learning, and will activate their competence (Malamah-Thomas, 1987:45). So that, the writer assumes that Information Gap Technique can be better technique than translation technique to increase students' vocabulary achievement.

2.11 Hypothesis

Based on the theoretical assumption above, the writer formulates the hypothesis as follows:

1. There is a significant difference of students' vocabulary of job achievement between the students who are taught through Information Gap Technique and those taught through Translation Technique at first grade of SMPN 10 Bandar Lampung.
2. Information Gap Technique is better than Translation Technique for teaching vocabulary at first grade of SMPN 10 Bandar Lampung.