

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concept or terms applied in the research concerned.

Some terms are used in this study and they need to be theoretically explained.

A.1 The Definition of Vocabulary

There are many definitions of vocabulary proposed by some experts. It is very important for one to know what vocabulary is before discussing vocabulary mastery. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills.

According to Hatch and Brown as quoted by Budi, the term vocabulary refers to a list or a set of words for particular language or a list of words that individual speakers of language use.¹ In addition, Macmillan Dictionary, vocabulary is a list of words and their meaning, especially in a book for learning a foreign language.² Vocabulary researchers have tried to determine the size of the mental lexicon (how many words a person knows) and how a person accumulates this enormous number of words.³

Meanwhile, vocabulary learning is a continue process for all educate people. It means that, the better you can chance of understanding or making yourself understood. In short, we must mastering a certain member vocabulary knowledge partly determines how qualified a language learners. In Al-qur'an Surah Al-Baqarah : 31, Allah said about the He taught Adam knowledge from the name of the things.

Meaning: *“And He taught Adam the nature of all things; then He placed them before the angels, and said: “Tell me the nature of these if you are right.”*⁴(Q.S. Al-Baqarah:31)

¹ Budi Setiawan, (2010), *Improving The Students' Vocabulary Mastery Through Direct Instruction*, Surakarta:UniversitasSebelasMaret, Page:8

² Macmillan Dictionary, (2014), Macmillan Publisher Limited. <http://www.macmillan.com/dictionary/british/vocabulary>, accessed on December, 02nd 2016 at 11.00 am

³ John D. Bunting, (2006), *College Vocabulary*, New York:Houghton Mifflin Company, page:3

⁴ Yusuf Ali Abdullah, *English Translation of Al-Qur'an*, (Retrieved December, 2016), from www.alqur'an/English_Trans

Based on the verse above, it describes the teaching process that was given by Allah Almighty to Prophet Adam for the education process firstly. This means that education has been exemplified by the Almighty from the first creation of man. So, at least the verse show, that man was created in a state of not knowing anything (not knowledgeable).

Learning vocabulary can be seen from the process teaching as Allah taught Adam the names of the whole thing. When, education is as a process that must exist in human life. Allah SWT has prepared man the ability to call out words from names of the things. It is fact that the man can communicate well if he know the names of something.

The important of a vocabulary:⁵

- a) An extensive vocabulary aids expressions and communication 9
- b) Vocabulary size has been directly linked to reading comprehension
- c) Linguistic vocabulary is synonymous with thinking vocabulary
- d) A person may be judged by others based on this or her vocabulary.

A.2 The Types of Vocabulary

Some experts divide two types of vocabulary; active and passive vocabulary. Jo Ann Aeborsold and Mary Lee as quoted by Dian, distinguishes vocabulary into active vocabulary and passive vocabulary:

- a) Active vocabulary; is also called as *productive vocabulary*. Students must know how to pronounce the vocabulary well, they must know and be able how touse grammar of the target language, they also must be familiar with collocationand understand the connotation meaning of the word. This type is often used inspeaking and writing skill.
- b) Passive vocabulary; refers to language items that can be recognized andunderstood in the context of reading and listening, and it also as *receptivevocabulary*.⁶

Judy stated that there are four types of vocabulary which must be known and mastered for any skill, such as reading, speaking, listening and writing. They are:⁷

⁵ Budi Setiawan, *Op.Cit.*, page:10

⁶ Dian Surya, (2014), *Improving Students' English Vocabulary Through Cluster Technique*, Jakarta:SyarifHidayatullah State Islamic University, page:7

⁷ Judy K. Montgomery, (2007), *The Bridge of Vocabulary: Evidence Based Activities for Academic Success*, NCS Pearson Inc, page:24

a) Reading Vocabulary

Reading vocabulary is the words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the second largest vocabulary if you are a reader. If you are not a reader, you cannot “grow” your vocabulary.

b) Speaking Vocabulary

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Speaking vocabulary is the words we use when we speak. Our speaking vocabulary is relatively limited. Most adults use a more 5,000 to 10,000 words for all their conversational and instructions.

c) Listening Vocabulary

Listening vocabulary is the words we hear and understand. Starting in the womb, fetuses can detected sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours and we continue to learn new words this way all of our lives.

d) Writing Vocabulary

Writing vocabulary is the words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

Based on the explanation above, vocabulary is all words that the person knows of uses and also means a language user’s knowledge of words. The researcher makes teaching vocabulary to enrich students’ vocabulary in every aspect, meaning and how to use the word in sentence. In this case the researcher focuses teaching vocabulary that the students are able to set up their vocabulary skill by applying clustering technique.

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Vocabulary is not only words. Because in learning vocabulary we must mastering the speeling of the words, after that we try to read, write, and listen the good words in learning vocabulary. There are some different ways to think about vocabulary: meaning, pronunciation, collocation, expression, synonym, antonym and homonym.

1. Meaning

When we meet words, the first thing we want to know it means. If we do not know the meaning of the word, we can not understand what we read and listen. The meaning of unfamiliar word can be found by seeking them in dictionary.

2. Pronunciation

When we learn a new word, we have to make sure that we can say it. Make sure we know which syllable is stressed. It is important when we speak because the stress of the syllable can bring different meaning.

3. Collocation

Collocation is the way to combine the word with other words. There are many particular words that have special combination in English. For example: take medicine, do home work, different form, and disappointed in, etc. It's incorrect if we say "I have to eat medicine" because the collocation of medicine in English is take.

4. Expression

Expression are groups of two, three, four or more words which always go together. It is semantic unit having a meaning which often differs from the sum of meanings of it is separate parts. It usually consists of verb followed by preposition. Example: Look over, carry out, turn down, etc. It is often used in spoken form.

5. Synonym

Synonym is word that means the same, or nearly the same as another word. For example: smart = clever, high = tall, big = large, etc.

6. Antonym

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Antonym is a word that has meaning opposite to that or another. In other words two words are said to be antonym when they are in contrary to each other in meaning. For example: buy >< sell, hot >< cold, soft >< hard, etc.

7. Homonym

Homonym is a word that is the same in pronunciation as another but different in spelling and meaning. For example: pale and pail, week and weak, meet and meat, etc.

Mastering vocabulary is not only about the number of vocabulary that we can memorize, but also about rightness of the pronunciation. Because memorizing many words with wrong pronunciation means memorizing nothing. For this case, teachers have a role an important in development the students' knowledge.

A.3 The Principle of Teaching Vocabulary

The principle of teaching vocabulary is the knowledge of a world not only implies a definition but also implies how that knowledge fits into the world. It means, in teaching vocabulary not only teach about words, but from the teaching vocabulary we share knowledge about the words like a pronunciation, types, and the others.

According to Wallace as quoted in Indah Silitonga, there are nine principles of teaching vocabulary:⁸

a. Aims

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This is the first that the teacher should be clear about the aim to teach vocabulary. It should be clear what the teacher teaches and what the student learn.

b. Quantity

After the teacher have the aim of the teaching vocabulary, the teacher has to consider the quality of vocabulary, which will be learn by students. How many new words in a lesson the learner can learn. The actual number will depend on number of the factors varying from class to class and learner to learner.

c. Need

In this, teacher creates a certain situation. They have to communicate and get the words they need. The teacher is an important. The vocabulary presented on students own need and interest. After that, they will memorize it.

d. Frequent Exposure and Repetition

People can not automatically remember a new words by hearing it once. So the repetition is needed until there is evidence that the students have learned the target words. A vocabulary must be used as often as possible.

e. Meaningful Presentation

The learner must have a clear and specific understand of what the words refers to, this requirement means that the words which are presented by the teacher must have perfect, clear and unambiguous denotation.

f. Presentation in Context

Words usage must be related to the context. It is line the users know to whom, where, they speak. Students should learn words in the appropriately context.

g. Situational Presentation

Teacher has to teach vocabulary based on the situation. It means that students should learn words in the situation in which they are appropriately used.

⁸ Indah ChristianiSilitonga,(2013),*The Effect of Applying Word Webbing Technique on Students' Vocabulary Mastery*,Medan:State University of Medan, page:9-11

A.4 The Learning of Vocabulary

One of the most important challenges that learners will face during the process of second language learning is learning vocabulary. Vocabulary has been recognized as crucial to language use in which insufficient vocabulary knowledge of the learners led to difficulties in second language learning. Thus, in the case of learning the vocabulary in second language, students need to be educated with vocabulary learning strategies. It is important to know about learner's strategies. Brown and Payne as quoted by Budi, mention five essential steps in vocabulary learning that represent what learners must do. The five steps are:

- (1) Having sources for encountering new words
- (2) Getting a clear image, either visual or auditory or both, for the forms of the new words
- (3) Learning the meaning of the words
- (4) Making a strong memory connection between the forms and meanings of the words
- (5) Using the words.⁹

Schmitt and McCharty divide the taxonomy of vocabulary learning strategies into four groups, namely:¹⁰

1) Discovery Strategies

In this stage, when learners do not know the words, they must discover their meaning by guessing from structural knowledge of the language.

2) Social Strategies

A second way to discover new meaning employs the social strategy of asking someone who knows. Teachers are often in this position. They can be asked to help in a variety of ways. They can be asked to help in a variety of ways: giving the L1 translation, giving a synonym, definition, and paraphrase.

3) Memory Strategies

Most memory strategies involve relating the word to be retained with some previously learners' knowledge, using some form of imagery or grouping. The strategies used in this stage are pictures/imagery, related words, unrelated words, grouping, etc.

⁹ Budi Setiawan, *Op.Cit.*, Page:13

¹⁰ *Ibid*, page:14

4) Cognitive Strategies

Language strategies in this taxonomy are similar to memory strategies, but are not focused specially on manipulative mental processing; they include sorting, classifying, comparing, predicating, repeating and using mechanical means to study vocabulary.

A.5 The Assessment in Vocabulary

Assessment is about several things at once. Assessment is about reporting on students' achievement in learning and about teaching better through expressing to them more clearly the goals of our curriculum. It is about diagnosing misunderstanding in order to help students to learn more effectively.

Assessment is the process of observing and measuring learning. Assessment is a broad term includes testing. A test is a special form of assessment.¹¹ In other words, all tests are assessments. We test at the end of a lesson or unit. We assess progress at the end of a school year through testing. Evaluation of the students' achievement is necessary. Teacher must give scores to the students' work in order to know success in teaching and the students' achievement in learning. The formative evaluation is happening while the students are still learning. This is the time for the teacher to give constructive feedback to assist the learning process. Summative is the end result of that the students have achieved. It may include test and measurement about it. The formative is used to help the students improve their knowledge. Summative is learning for the teaching method the teacher used.

If teacher wants to test her/his students on vocabulary lists, she/he can often find vocabulary assessments in her/his curriculum materials. If assessments are not provide, she/he can make her/his own test.

- a) Fill in the blank and matching test are good way to test students knowledge of vocabulary definitions. Fill in the blank tests are especially useful for testing understanding of word connotation because students can choose the best match.
- b) The teacher can assess students' understanding of vocabulary by asking them to write a story using vocabulary words. She/he can also ask the students to use vocabulary words in sentence.
- c) The teacher can assess vocabulary by reading the word out loudly. It is useful for the students to practice their pronunciation.

A.6 The Teaching of Vocabulary Mastery

There are many ways in presenting vocabulary, those are:

¹¹ Indah Cristiani Silitonga, *Op.Cit.*, page:11

1) Say the word clearly and write it on the board

The teacher gives the example firstly how to pronounce this word correctly, and say it clearly, then teacher asks to students follow and repeat it, after that write it on the board.

2) Get the class to repeat the word in chorus

Teacher tries to repeat word, so that students can practice more, and they understand it.

3) Translate the word into the students' own language

Teacher gives the word on the text that has prepared, and also asks them to translate it into students' own language.

4) Ask students to translate the word

Commonly, the teacher gives the text, read it correctly, after that he or she asks students to translate the word.

5) Draw a picture to show what the word means

One technique of presenting new word is drawing a picture to show and explain the word means.

6) Give an English example to show how the word is used

The teacher gives an English example firstly, and students follow and repeat it, it hopes can show how the word is used.

7) Ask questions using the new word

After the teacher gives an English example, follow, and repeat it correctly. Then the teacher asks questions using the new word to measure whether students can understand or not. Here, it can be argued that this way is very good for all of teachers to use this way, because many things can be gotten, they are: students can know, pronounce, use, and understand new word means. Besides that, teacher has to choose one of ways based on the students' level, students' ability, and conditions of vocabulary.¹²

As Jeremy Harmer stated that: there are many occasions when some form of presentations and explanations are the best way to bring new words into the classroom, those are:¹³

1) Realia

One way of presenting words is to bring the things they represent into the classroom – by bringing —realia into the room. Words like —postcard, —ruler, —pen, —ball, etc. can obviously be presented in this way. The teacher holds up the object (or points it). Says the word and then gets students to repeat it.

2) Pictures

¹² Dian Surya, *Op.Cit.*, page:9

¹³ *Ibid*, page:10

Pictures can be used to explain the meaning of vocabulary items; teachers can draw things on the board or bring in pictures. They can illustrate concepts such as above and opposite just as easily as hats, coats, walking sticks, cars, smiles, frowns, etc. words

3) Mime, action and gesture

It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular, are probably better explained by mime. Concepts like smoking or running are easy to present in this way; those are ways of walking, expressions, prepositions (—toll, —toward, etc). And times (a hand jerked back over the shoulder to represent the past, for example).

4) Contrast

Teachers saw how words exist because of their sense relations and it can be used to teach meaning. We can present the meaning of —empty by contrasting it with —full, —cold, by contrasting it with —hot, —big by contrasting it with —small. We may present these concepts with pictures or mime, and by drawing attention to the contrasts in meaning we ensure our students' understanding.

5) Enumeration

Other sense relation is that of general and specific words. We can use this to present meaning. We can say —clothes and explain this by enumerating or listing various items. The same is true of vegetable or furniture, for example.

6) Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. But with more intermediate students such a technique can be used. It is worth remembering that explaining the meaning of a word must include explaining any facts of word use which are relevant. If we are explaining the meaning of mate (friend) we have to point out that it is a colloquial word use in informal context and that it is more often used for males than for females.

7) Translation

Translation is quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words, and in the second place, even where translation is possible, it may make it a bit too easy for students by discouraging them from interacting with the words.

From explanations above, it can be believed that there are many ways to present vocabulary, teacher as a facilitator has to be able to choose a good technique to teach how to provoke students' interest in learning vocabulary. In his research, the researcher teaches vocabulary through Clustering Technique.

A.7 The Definition of Clustering Technique

According to Coffin, clustering technique is a helpful technique to see a visual representation of ideas.¹⁴ Kalandadze explains that clustering is a technique used to see a visual map of our ideas and able to make us think more creatively in making new association.¹⁵

In addition, Harmer defines that clustering technique allows the students to extend their ideas in any direction they want while at the same time, encouraging them to group themes and sub-themes together as they proceed.¹⁶ From the explanations in advance, we can conclude that clustering is a helpful technique to see our mapping idea and to associate our idea and to easy seeing the ideas in writing.

A.8 Teaching Vocabulary through Clustering Technique

From the concept stated above, it can be known that clustering is strategy that can be used to generate material for a paper. This method is helpful for people who like to think in a visual way. In clustering, you use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur. The steps to make clustering are:

1. Begin by stating your subject in a few words in the centre of blank sheet of paper. The ideas and details come to you; put them in boxes or circles, and use connecting lines to show how they relate as well.
2. Keep in mind that there is no right or wrong way clustering or diagramming. It is a way to think on paper about how various ideas and details relate to another.¹⁷

Furthermore, the application of clustering in teaching begins with a keywords of central idea placed in the center of a page (or on the blackboard) around with the students (or teacher using students-generated suggestions) jots down in few minute all of free association triggered by the subject matter using simply words or short phrase. Unlike listing, the words or phrases generated are put on the page or board in a pattern which takes shape from the connections the researcher sees as each new thought emerges.

¹⁴ C. Coffin, (2005), *Teaching Academic Writing*, London: Routledge, page:37

¹⁵ M. Kalandadze, (2007), *English Academic Writing*, Budapest: Tbilisi, page:6

¹⁶ J. Harmer, (2004), *How to Teach Writing*, New York: Pearson Education Limited, page:89

¹⁷ John Langan, (2003), *College Writing Skills*, USA: McGraw Hill Higher Education, page:29

Completed clusters can look like spokes on a wheel or any other patterns or any other pattern of connected lines, depending on how the individual associations are drawn to relate each other. By having students share their cluster patterns with other students in the class, teachers allow students to be exposed to a wide variety of approaches to the subject matter, which might further generate material for writing.¹⁸ We use this method as a way to cluster vocabulary.

Axelrod and Cooper have the similar ideas of clustering application in teaching. They said that clustering is an invention activity which reveals possible relations among facts and ideas. Unlike listing, clustering requires a brief period of initial planning. You must come up with a tentative division of the topic into subparts or main ideas. Clustering works as follows:

1. In a word or phrase, write the center of a piece of paper. Circle it.
2. Also in a word or phrase, write down the main ideas of your topic in the center.
3. The next step is to generate facts, details, examples, or ideas related in any way to these main parts.¹⁹

In line with the experts' idea above, clustering, devised by Gabriele Rico, is a combination of uncensored brainstorming with doodling. This technique produces an overview of a subject, suggests specific topics, and yields related details. First, take a fresh sheet of paper and write a general subject in the center. Then circle the word. Join it near the word then prompted it. Circle the new word. Third, draw a line between the two. Repeat the procedure. The sample cluster (figure 1.1) began with the main topic. That central idea branched out, leading to the key words related to the topic.²⁰

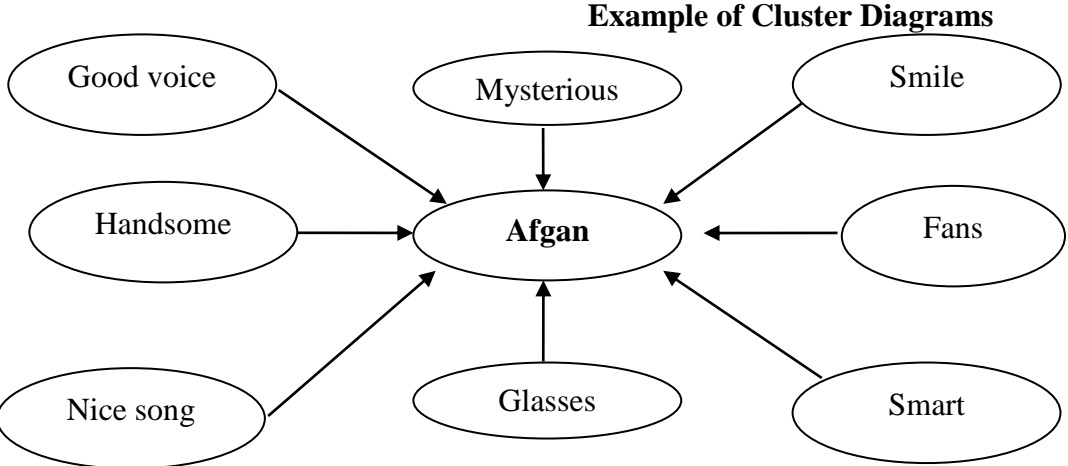


Figure 1.1

A.9. The Advantages and Disadvantages of Clustering Technique in Teaching Vocabulary

¹⁸ Dian Surya, *Op.Cit.*, page:13
¹⁹ *Ibid*, page:14
²⁰ Betty Mattix Dietsch, (2003) *Reasoning and Writing Well*, New York: Mc. Graw Hill, page:26 – 27.

According to Olivia as quoted by Marpaung describes the advantages of clustering technique for students are as follows:

- a. Helps students to concentrate in memorizing information
- b. Improves students' visual intelligence and observation ability
- c. Accustoms students to get critical review and good communication ability
- d. Improves students creativity
- e. Summarizes the lesson briefly
- f. Limits the time in making note appropriately
- g. Guides the students to pass the examination with good value
- h. Guides students to arrange their thoughts, hobbies and schedules
- i. Guides the right and left brain work synergistically.

Meanwhile, clustering technique also has disadvantages as follows:

- a. It will be wasting time because students will take long time to make a cluster diagram rather than writing itself
- b. It will not be so easy to ensure that every students make a good cluster diagram
- c. Student's who doesn't like drawing will feel bored
- d. Students will get lost if they put their ideas wrongly.²¹

A.10 The Procedure of Clustering Technique in Teaching

Vocabulary

Every technique has its steps as a process to use it..Kalandadze states the steps to use clustering technique as follows:

- 1) Start to circle your topic in the middle of a piece of blank paper
- 2) Then, draw a line out from the cycle and write the idea or topic associated with it
- 3) When it has been finished, study your map to find new associations about your topic and to see the relationship of ideas
- 4) Write based on what you have clustered.²²

B. Related Studies

²¹ M.R. Marpaung, (2012), *Improving Students' Writing Recount Text Achievement through Mind Mapping Technique in Junior High School*, Medan:State University of Medan, page:14

²² M. Kallandedze, *Op.Cit.*, page:8

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1. The research about clustering technique has been done by Dian Surya that was “*Improving Students’ English Vocabulary Through Clustering Technique at The Second Grade of Al-Kautsar BKUI Jakarta*” this research explain about the application of Clustering Technique in teaching vocabulary. She conducted the observation on 2014. She used Clustering Technique to teach vocabulary in order to overcome students difficulties and as a technique to improve students vocabulary. In fact, the result of analysis of interpretation of the data shows that teaching vocabulary is probably more effective by applying clustering Technique. It can be seen from the result of the test. By applying clustering Technique in teaching vocabulary, the researcher hopes that the students will be interested in achieving vocabulary. Based on the result of research has been observed by Dian Surya the researcher continue to the research about implementation of Clustering Technique. The researcher expected Clustering Technique help the English teacher to improve students’ vocabulary.

C. Conceptual Framework

Teaching is the process of giving instruction to do something to someone. Teaching is one of ways to transfer the knowledge and information. In teaching a subject matter, teacher is required to be more creative and have various kinds of technique to enhance students’ vocabulary mastery.

Vocabulary is a list of words and their meaning, especially in a book for learning a foreign language. Vocabulary is the total of words, which make up a language. It is one of the basic elements in achievement language skill. It is impossible for the students to understand their English teacher explanation without using more vocabulary.

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Through the application of clustering technique, it is hoped that the student can easily visualize and express their thoughts and ideas by giving a grammatical order way and increase their vocabulary mastery. Clustering technique is used to see a visual map of our ideas and able to make us think more creatively in making new association.

The students will be helped after being given the topic. First, the students will start to circle your topic in the middle of a piece of blank paper. Then, they will draw a line out from the cycle and write the idea associated with it. When they finish, they will study the map to find new association about their topic and to see the relationship ideas. And they will write a simple sentence from that.

Based on the theoretical and conceptual framework, it is hoped that students’ vocabulary mastery is higher by applying clustering technique.

D. Hypothesis

A hypothesis is a prediction of some possible outcomes of a study. Based on the previous explanation of both theoretical and conceptual framework, the formulation of the hypothesis is as follows:

H_0 : There is no significant effect of applying clustering technique on the students' vocabulary mastery in seventh grade at MTS SwastaDarullmi BatangKuis in 2016/2017 Academic Year.

H_a : There is a significant effect of applying clustering technique on the students' vocabulary mastery in seventh grade at MTS SwastaDarullmi BatangKuis in 2016/2017 Academic Year.