

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will present about some related information topics of the recent study. It is intended to provide some theoretical concepts which could support this investigation. The discussion is presented under the following sub headings.

1.1 The Definition of Vocabulary

Vocabulary is a very important component in learning English. If the students do not understand many vocabularies, they cannot listen well. They also cannot understand a text, cannot speak English well and cannot write well. In another word, vocabulary is a key in learning. As Flynt and Brozo (2008:500) stated that vocabulary is a word that make it possible for students to engage with producing and talking about text are valued in school.

In addition vocabulary is about word. Vocabulary is like a science or knowledge which learns about the word and the meaning ((Nation & Newton (1997) cited in Furqon (2013:71)). Learning vocabulary is not only memorize the word, but also understanding the meaning of word. If the learner can memorize and understand the meaning of the word, the learner can use the word appropriately in the context. Vocabulary is also a group of word which is people knows (Nunan 2006:121). So, the collection of words is called vocabulary. Then everything of the word which is the information about language ((Wehmeier et al. (2005:17) cited in

Cahyono and Widiati (2005:17). I conclude that vocabulary is all the words in particular language who person knows the meaning.

Besides vocabulary is an important element in learning language which includes all aspects like speaking, reading, listening, and writing. Without mastery vocabulary, the learner cannot understand about something in English. He/she cannot speak and cannot understand the meaning of a text in English. Mastery vocabulary does not only know the word and its meaning, but also understand the sound of word and the word purposes in the context (Furqon2013:71). Someone called mastery of vocabulary when he/she is able to know the word, the meaning, the sound, and the function of the word in the context. Then, he/she also knows the advantages of the word.

Wallace (1982) cited in Furqon (2013:71-72) mentions two main reasons about the importance of vocabulary:

1. Language exists in two forms, spoken and written. Both of them need vocabulary to develop the existence itself.
2. Vocabulary is needed for learning English as a foreign language.

It means that vocabulary is used for producing the language. Furthermore, Lehr & Osborn (2001) cited in Furqon (2013:72) explain two kinds of vocabulary description as follow. Firstly, words come in two forms;

- 1) Oral vocabulary includes the words that are recognized and used in listening and speaking.
- 2) Print vocabulary includes the words that are recognized and used in reading and writing.

Secondly, word knowledge is composed of two forms;

3. Receptive vocabulary includes words that are recognized when we hear or see them. It is the ability to comprehend passive vocabulary which is used in reading and listening context.
4. Productive vocabulary includes words that are recognized when we speak or write. It is an active ability which is used in speaking or writing.

Based on that statement above, I conclude that vocabulary has two kinds. There are word and word knowledge. The word have two form. There are oral vocabulary and print vocabulary. The word knowledge has two forms. There are receptive vocabulary and productive vocabulary.

1.2 Teaching Vocabulary

According to Brown (1995:45) cited in Aisya (2011: 1) teaching is the demanding job, among the demanding tasks are modifying the approaches, syllabus, technique, and exercises to adopt and maximize the learning of a class as well as of most of its individual members.

Based on the definition above, I conclude that teaching does not only present information or knowledge to the learners, but also need strategies and tactics. According Nagy and Stahl (2006: 62), there are three criteria to help the students mastery vocabulary:

- 1) Include both definitional information and contextual information about each word's meaning.
- 2) Involve children more actively in word learning.

- 3) Provide multiple exposures to meaningful information about the word.

I conclude that in teaching vocabulary, the teacher must explain the meaning of vocabulary to the students, and the teacher must more involve the students in a learning process. It will make the students more interest and easier to understand the meaning of vocabulary. They also can explore more about the meaning of vocabulary.

2.3 The Principle in Teaching Vocabulary

Most of beginner learners, they get some problems in mastering English vocabulary. The problems are they still have poor English vocabulary and most of them have not reached the standard score in English. The teacher needs principle to teach vocabulary. To teach vocabulary, the teacher must follow the principles which is according to (Norbert Schmitt (2008:3))as:

1. Build a large sight vocabulary.
2. Integrate new words with old.
3. Provide numerous encounters with a word.
4. Promote a deep level of processing.
5. Make new words “real” by connecting them to the student’s world in some way.
6. Encourage independent learning strategies.
7. Diagnose which of the most frequent words learners need to study.
8. Provide opportunities for elaborating word knowledge.

9. Provide opportunities for developing fluency with known vocabulary.
10. Examine different types of dictionaries, and teach students how to use them

I conclude that to teach vocabulary, the teacher must have good ability in vocabulary so the teacher can easy to improve students' ability in vocabulary, then the teacher should teaches again the vocabulary which teach, so the students can remember again the old vocabulary, then the teacher must use every meeting to increase the vocabulary, then give new word especially which correlate with their activity, the teachers' good ability in teach vocabulary will make the students' more easy to memorize the vocabulary. The teacher make the student to learn to be independent in learning vocabulary, investigate and diagnose the students' vocabulary, which word which is often their use. The teacher give the students' chance to improve their vocabulary. Then , the teacher teach them how to use dictionary using different types of dictionaries.

2.4 The Scoring of Vocabulary

Scoring is an activity evaluation of performance by assigning a grade or score.

I use the scoring of vocabulary by Sukirman (2010:32). There are as follow:

Table 2.1 The Scoring of Vocabulary Mastery

Score	Category
96 – 100	Excelent
86 – 95	Very good
76 – 85	Good

66 – 75	Fairly Good
56 – 55	Fair
46 – 55	Poor
0 – 45	Very Poor

Sukirman (2010:32)

One of the methodology scoring vocabulary is formula based on Arikunto (2003). I uses that formula in this research. There is :

$$M = \frac{\sum X}{N}$$

Information:

M = the mean

$\sum X$ = the sum of all scores.

N = the total number of subjects.

2.5 The Mastery of Vocabulary

Vocabulary is crucial to mastery by the learner to learn a language. Based on ((Hornby (1995:721) cited in Kusumayati (2009:16) mentions that mastery as complete knowledge or complete skill. That definition means that mastery is understand complete knowledge and great skill in a subject.

Every learner has different ability in vocabulary. It depends on the aim, motivation, diligence, and needing for the words. The motivation, the urge, and the needing for the words influence on the individuals' vocabulary knowledge ((Hatch and Brown (1995:369) cited in Kusumayati (2009:16)). It means that the

enthusiasm and the interest of the learner also influence on the learning result or vocabulary ability of the learner.

Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession said (Rivers (1989:125) cited in Kusumayati (2009:16)). From that statement, I conclude that mastery vocabulary based on the learner or individual person motivation, because vocabulary mastery is processing words. If the learner has good motivation to learn, it will make them good in processing word and make easy to increase the vocabulary.

2.6 The Definition of Writing

Writing is one of four skills of listening, speaking, reading and writing. The basic language English skill is divided become two subdivisions. There are receptive skill and productive skill. Writing includes of productive skill subdivision. Writing is also one of important skills which must be mastered by the students. Writing is also the most difficult skill than the other language English skill (Javed et all 2013: 2). Based on the statement , I concludes that writing encourages the writer to think and learn to make their thought, ideas, and their imagination become visible and concrete. It can make the readers to get the information from their work.

Besides a measure process of finding and arranging the idea on the paper then reshaping and revising them are called writing (Meyers (2005:2) cited in Mulyadi and Hikmah (2014: 66). It means that writing can be used to express ideas, imagination, and thought of the writers on a paper. Also, writing is an action

process, the writing processes which must be done by the writer are first, finding and arranging the idea or imagination of the writers. Then, the second process is putting them or explaining them on paper. Lastly, the process are reshaping and revising them. The purpose of reshaping and revising is to get the good result, good text, or good book.

On the other hand, writing is a measure and purposeful process that utilizes written symbol for thinking and communication to the readers (Chaffee et al. (1999:5) cited in Khoiriyah (2014:179)). The writer needs written symbol which is agreed by all of people. It makes the writer can convey their message and communicate with the readers. Then, the reader can get the benefit of the text.

In addition, writing is an action and purposeful process using written symbol to express ideas on paper. There are the three main aspects of writing (Hyland 2008:91):

- 1) The first approach concentrates on texts as the products of writing.
- 2) The second focuses on the writer and the processes used to create texts.
- 3) The third approach directs learners to the role that readers play in writing and how they need to think about an audience in creating texts.

Based on the discussions above, I conclude that the three main aspects of writing are concentrate in the text, concentrate on the writer and the process and the last concentrate to the reader, learner or audience. Concentrate on text means what kind of text which will be written by writer. Concentrate to the writer and the process means who is the writer, how is the condition or feeling of the writer, how is the though of the writer. Because it will influence the process of writing a text.

Concentrate to the reader, learner or audience, it is refers to the purpose of the text. Then writing is also used by the writer to communicate to the reader ,and etc. Before writing a text, the writer should think about the purpose of the text, who will read the text and what is messages of the text to the reader, learner or audience.

2.7 The Principle in Teaching Writing

Teachers emphasize language structures in the writing classroom, there are four stages Hyland (2008:92):

- 1) Familiarization means that learners study a text to understand its grammar and vocabulary.
- 2) Controlled writing means that they manipulate fixed patterns from substitution tables.
- 3) Guided writing means that then they imitate model texts, such as; completing texts, creating topic sentences, or writing parallel texts.
- 4) Free writing means that learners use the patterns. They have developed to write an essay, letter, etc.

Based on the discussions above, to make teaching writing success, there are four stages to teach writing in the writing class, such as familiarization, controlled writing, guided writing, and free writing. So, it can be referenced by the teacher teach. It also can be the tools in choosing the best strategy to teach the learner and make the learner more easy to learn writing.

2.8 The Scoring Rubric of Writing Competence

I use a scoring rubric for the scoring of the tests result. A scoring rubric acts as a useful guide for evaluating the quality of students' writing response, According to Burhan (2001: 45), the components which would be scored can be described content, organization, vocabulary, grammar, and mechanic.

2.9 The Benefits of Mastering Vocabulary and Writing

Mastering vocabulary and writing have many benefits. When the learners increase their vocabulary mastery, they can more effectively explain or deliver their ideas, knowledge, and voice (Willis 2008:80). Based on that statement, I conclude when the learners develop their vocabulary, the learners will be able to improve speaking ability in English. The learner also will be able to improve reading ability in English, understand the meaning of the text in English like novel, newspaper in English, and scientific book of English and it will make easier to learn writing. Mastery writing is very important because can consolidate the students' grammatical structure, vocabulary, and idiom. As stated by ((Raimes (1983) cited in Khoiriyah (2014: 177)) they can give an occasion to the students to require the language they have learned and give the students occasion to express their ideas in correct words and sentences.

2.10 Procedure Text

Procedure text is one of kinds of text writing. Generally a text which is give information of making or doing something through several steps or directions. It is according to Bachtiar (2010:398) procedure text tells how to make something through a sequence of action or steps. The example of procedure texts includes cooking recipes, direction to find a place, rules game, manual instructions of a tool, science experiment. It is usually uses imperative sentences such as cut, place, use, etc. The purpose of procedural text is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient and appropriate ways. The generic structure of procedure text is goal or aim, materials and the steps or methods. It is according to Djuharie(2007: 38) Emilia (2011:98):

- 1) Goal: telling about the aim of activity and predict the conclusion might happen.
- 2) Materials: materials that needed to make something or to do the activity.
- 3) Steps consisting steps in sequential order to complete the procedure of making or doing something. Every steps are written in form of imperative or command.

Then, the language features found in a procedure text are (Djuharie (2007:38) Emilia, 2011:98):

- 1) Using action verb inform of imperative and command, such as; pour some water into the glass.
- 2) Using simple present
- 3) Using sequence connector, for example: first, second, then, while, next, etc
- 4) Using number, such as three eggs, four kg of flour, etc.

- 5) Using words, phrase or clause which indicate when certain step will be done. For example: When the spot is dry, record the time it has taken.
- 6) Using adverb of manner, or words, phrase, and clause which indicate of how to do something. For example: With the measuring jug, fill the bottle..., carefully..., quickly...

Based on that statement, I conclude that language features of procedure text are using action verb, using simple present, using sequence connector, using number, using word which is certain the step and using adverb of manner.

