CHAPTER II

REVIEW OF RELATED LITERATURE

1.1 Vocabulary

Vocabulary plays an important role in learning a language. Based on the previous research on the curriculum, vocabulary is a part of elements of language taught to a separated way. Mukoroli (2011: 7) states vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in English for Second Language classroom as nautical students learning English for second language especially Maritime English. It is also one component of language beside sound system, grammar and culture for students who want to learn foreign language as the target language.

Mastery means great skill or knowledge in particular subject or activity. Based on those definitions, the mastery of language is meant as the ability to use or understand all the words of language. Sometimes when we read a newspaper or magazine, we often find some words that we do not know what the meaning of those words. Therefore, we never master a through of vocabulary or even the vocabulary of our own language. It is also said that vocabulary mastery of foreign language is bound by actual experiences. It takes time to learn then there is no short cut to attend mastery of the complete vocabulary of foreign language.

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From the definition above, the vocabulary mastery is the people's ability to use

or

understand word of language that they have learned and needed in certain situation in which they really have experienced the situation in their life.

Language has vocabulary which is concerned with some words. It is made of a great number of words, each of which is independently meaningful. Vocabulary is one component of a language beside sound system, grammar and culture. Students who want to learn a target language, in this case English, of course have to learn those elements. Alqahtani (2015: 22) said that vocabulary is one if knowledge area in language, plays a great role for learners in acquiring a language. Vocabulary knowledge is often viewed as a critical tool for second language learner because a limited vocabulary in a second language impedes successful communication.

1.2 Maritime English Vocabulary

Maritime is everything that is connected with the sea or ships. Maritime English is a part of the English subject learning that is taught and learned at the maritime institution. In reference to the IMO model course for maritime English, Maritime English as the English Special Purposes now commonly accept that a broad understanding of English is required in order to meet specific professional objectives. (International Maritime Organization, 2015: 1). It is taught to the students who learn in the seaman field in order to increase their ability in mastery English. It is related to their future job that is needed in their ability in communicating with other ships or all the crew in English into oral and written.

Based on those reasons, the convention of SCTW 1995 sets out the programs to achieve the standard of communication in English for maritime environment.

Perwitasari (2014:4) said that first thing that should be learnt in language is vocabulary. Based on the previous explanation, I conclude that maritime English vocabulary is a part of special vocabulary. Special vocabulary is the one of the main differences between teaching English for General Purpose and English Special Purpose. While it is crucial to teach specialist maritime vocabulary, this needs to be balanced with other areas as language system and skill practice.

According to IMO Model Course 3.17, Special vocabulary is also incorporated into the syllabus that is taught for maritime students with references from other sources including the glossary of maritime terms.

Here are several issues concerned with teaching English Maritime vocabulary as follows (IMO Model Course 3.17, 2015):

1. Whenever possible, the vocabulary items should be contoured about one topic. It is easy for the students to remember and record vocabulary item in lexical groups with one topic.

2. Based on IMO model course 3.17 research has shown that seven new words in the maximum number that the average learner can deal with one lesson. So, it is effective for the teacher to give the limit new vocabulary in one lesson.

3. Whenever a familiar word is met in a new context. It should be taught again and practiced. The students should get priority in having vocabulary that is widely used and needed to know in high frequency.

4. Vocabulary should be taught with choosing the appropriate words to the students. For example the nautical students will prefer to know more verbs of navigational term to describe mechanical fault. It is easier for the students to learn maritime vocabulary by illustrating the picture, arranging the words games and puzzle, etc.

5. The grading of new vocabulary depended on the student's level difficulties. It is necessary for the students to compare their English maritime vocabulary with any other subject area. It is in order to understand the meaning of the appropriate vocabulary.

1.3 Mastery of Maritime Vocabulary

The mastery of vocabulary includes how to pronounce and spell it, will very much help the students learn the other components of the language such structure, fluency and vocabulary itself. The vocabulary selection must be adjusted to the goal of the teaching or learning a foreign language. For example the function words necessary for structural pattern should be selected in relation to the teaching of those patterns.

On the other occasions, when the students want to learn communication in English, the teacher can use the textbook with a communicative approach in

teaching his student to practice guided conversation. The words are selected for dialogs and other communication purpose.

Shen (2010: 176) said that Chinese present education system, the students of maritime colleges should study for at least 15 years (6 years in primary school, 3 years in middle school and senior school respectively and 3 or 4 years in college) in schools. They are taught English for at least 9 years and maritime English for over 3 years. However, after studying English for so many years, some students still cannot be competent to ocean work with poor English, point out the core vocabulary of the first language at home in the child's struggle to communicate their needs. They learn words from the situation at their surroundings, for the things they need, for the action that they want to do, and they learn to write the words which they know, and expand their vocabulary in line with the curriculum. The teacher can only stimulate the learner's progress by giving the suitable material and guidance.

From those previous information and interpretation about the vocabulary mastery, the learner's mastery of Maritime vocabulary can develop naturally following their growth of experience based on their progress in studying Maritime English. The teacher can only stimulate them by giving the reference material and guidance.

Vocabulary plays a very important role in developing the four-language skills (reading, listening, speaking and writing). The study of vocabulary is complex process so that it needs other elements of language. It depends on the

cooperation between the teacher and the students themselves. It means that the teacher's way in teaching vocabulary also influences the students to master their English vocabulary. According to Chacumova (2014: 8) stated that there are several activities to the students in mastering English Maritime vocabulary.

The students need to:

1. Stimulate discussion and debate.

2. Raise awareness of cross-cultural issues.

3. Learn use IC strategies and consequently develop plurilingual comprehension skills.

4. Enhance competences in Maritime English.

5. Communicate in different languages seeking and revealing grammar, vocabulary, and pronunciation similarities among related languages.

5.4 Business Letter

Business letter cannot be separated from learning the word that language has. When we want to write a business letter we need vocabulary mastery to fulfill the text with the words. When we want to write business letter we have to prepare accurate word to create an appropriate text. A business letter is a formal way of communicating between two or more parties. Business letters can be informational, persuasive, motivational, or promotional.

Business letter is the basic means of communication between two companies. Business letter inform readers of specific information, persuade other to take action or purpose the ideas. Business letter also has function as advertisement, and the main point of writing business letter is present the information clearly. Business letter is a formal letter that includes the business inside it (Garrido and Gomez, 2005:14)

Based on the statement above, I size up that business letter is a type formal letter which provides communication between a small numbers of people to give information or tell about something. It contains motivational, promotional and informational which convey with clear as possible and keep on the polite way.

5.5 Parts of Business Letter

To write a business letter we have to know about each part of it. Garrido and Gomez et al (2005:16) explain that the parts of business letter are:

1. Contact Information (sender's address)

   This information is located at the top of business letter in the company's letterhead. It includes the name of the company, address, phone number, fax/email, and company logo.

2. Inside information (receiver's address)

   The information includes the reader's name, position, company name, and complete mailing address and specific title.

3. References

4. Date

    The date is usually placed on the righthand side before the salutation. There are two formats to write the date. British and American.

    18 December 2017   British

    December 18, 2017   American

5. Salutation

    Business letter should always include the salutation. This is to whom is addressed. Salutation give the personal touch to the business letter. The salutation always includes the word dear followed Sir, Madam, or Sir and Madam or specific title.

6. Body

    The body of business letter is usually single - space with three paragraphs. The main idea is introduced in first paragraph, and is then supported in the second paragraph. At the end of the letter the conclusion of the letter.

7. Complimentary Close

    It includes the signature and salutation

7.6 Cooperative Learning

Cooperative learning is successful teaching strategy in which small terms, each with students of different ability level, use a variety of learning activities to improve their understanding of a subject. By using this method, each student felt that he or she is an important member of class. Slavin cited by Tran

(2014:131) said that cooperative learning comprises instructional methods in which teachers organize students into small groups, then work together to help one another learn academic content. Students must be responsible for their own learning and for the success of other group members' learning. According to Johnson and Johnson cited by Tran (2014:131) said that cooperative learning consists of five basic elements, those are positive independence, promotive interaction, individual accountability, teaching of interpersonal and social skills, and quality of group processing. There are some cooperative learning forms, one of them is group investigation. I applied group investigation on this study to teach business letter.

7.7 Group Investigation

There are so many types of cooperative learning method. Cooperative learning focus on group learning and teamwork and one of this method is group investigation. Killen cited by Khairina and Siregar (2015:3-4) said that group investigation is appropriate to be applied in solving the students' problem because the students work on a task in group of two or more, they are encouraged and motivated to help one each other, the students are dependent upon the efforts of one another to achieve success and they are held accountable for that learning both as group and as individuals.

I find out that group investigation is an organizational approach that allows a class to work actively and collaboratively in small groups and enables students to take an active role in determining their own learning goals and

process. Group investigation method requires the students to form small interest group, plan, and implement their investigation, synthesis the group members' findings, and make a presentation to the entire class.

7.8 Procedure of Group Discussion

Slavin cited by Agam (2014:5) said that in group investigation, there are six stages on procedure of group investigation. Those are:

1. Identifying the topic and organizing the students into groups. The students scan sources, propose topics, and categorize suggestions.

2. Planning the learning tasks.

3. Carrying out investigation. Students gather information, analyze the data and teach conclusion.

4. Preparing a final report. Group members determine the essential message of their project.

5. Presenting the final report. The presentation is made to entire class in a variety of forms.

6. Evaluation. Students share feedback about the topic about the work they did and about their affective experiences.

7.9 Writing Skill

2.9.1 Definition of Writing

Harmenita (2013: 30) said that writing is one of the language skills besides listening, speaking, and reading that must be mastered by English learners. They have to able to express their thoughts in writing to develop their

ideas, and make the readers interest when their writing read. Writing is progressive activity. This means that when the student first writes something down, they have already been thinking about what and how they are going to say it. Moreover, writing courses are essential to learn. It will be responsible for numerous papers in most of classes. By taking reading and composition classes, it is easy to analyze and understand required reading and discover ideas that are able to be used for writing assignment and project.

Writing is a part of four language skills in learning language so that it is important for the students to learn in writing. Basically, writing is a means to express students' ideas, thoughts and feelings. On the other hands, the students can express everything in their minds.

Writing can be said as a means of communication where written form is used to express I feelings.

2.9.2 Writing Process

Writing activity has more and more meaning in our daily life. It makes life easier, many kind of business activities such as inquiry letter, complaint letter and application letter even in term of payment needs writing activities. On the other hand, writing has important role especially in giving further information about what happened in the world. Based on the IMO Model Course 3.17, the students would automatically be able to produce good written English after being taught about language structure. It is important for the students to produce good writing into the correct structure whether in the level

of single sentences or build up a paragraph. Many exercises of writing will help the students to practice their ability in writing by conducting the vocabularies in grammatically correct.

2.9.3 The Meaning of Writing Skills

According to Yeon Yi (2009: 55) said that writing skill is multifaceted in its own right, any approach and accordingly its definition of writing skill cannot be thorough and comprehensive in its own right. Skill is the capacity of power to do something physical and mental.

Writing skill can be practiced and learned by some basic academic writing skills. They include a variety of organizational patterns, selected grammatical structures and sentence structures and the step in writing process as the student learns to apply all of these skills to their writing form. It is possible for them to improve and develop their writing skills with more confidence in students' ability to write. Writing skill is not a talent one is born with. The students can learn to write well if they try hard and practice to complete the assignments to the best of their ability by spending considerable time and effort on it.

2.10. Teaching Writing through Group Investigation

In Group Investigation, pupils progress through six steps. The first steps is Topic Selection, Students choose specific subtopics within a general problem area, usually described by the teacher. Students are placed into small two-to six member task oriented groups. Group composition is academically and ethnically

heterogeneous. The second step is Planning the investigation in group. Here, students in each group and the teacher plans specific learning procedures, tasks and goals consistent with the subtopics of the problem selected in step 1 (first). The third step is Implementation or carrying out the investigation, typically this is the longest steps. Each group gathers information, review the subtopic, analyze or evaluate it, reach some conclusions and apply their share of new knowledge to the resolution of the group's research problem. Kinds of sources of information can be obtained both inside and outside the school. The fourth step is preparing final project, Students preparing final project, analyze and evaluate information obtained during step 3 (third) and must prepare a summary activity. It may be in form of plan their reports. The fifth step is presentation of final project, Each group in the class give an interesting presentation of the topics studied in order to get classmates involved in one another's work and to achieve a broad perspective on the topic. Group presentations are coordinated by the teacher. And the sixth step is evaluation, in cases where groups followed different aspects f the same topic, students and the teacher evaluate each group's contribution to the work of the class as a whole. Evaluation can include either individual or group assessment or both. In group investigation, students not only work together but also help plan both the topics for the study and the investigation procedure used. Group investigation has many advantages such as providing a share cognitive set of information between students, motivating students

to learn the material, providing that students construct their own knowledge, providing formative feedback, developing social and group skill necessary for success outside the classroom, and promoting positive interaction between members of different cultural and socioeconomic groups (Johnson, 1994).