

CHAPTER II

THEORETICAL FRAMEWORK

A. Vocabulary

1. Definition Of Vocabulary

Vocabulary is all about words. in sentence be found noun, verb, adjective etc. They are a component of word, therefore to able make sentence someone have getting of the words and vocabulary. Vocabulary is so important, from vocabulary we can created a sentence. According to Hiebert “vocabulary is knowledge of meaning of words”¹. Its mean that vocabulary is important in creatinon of understanding in conversation.

Vocabulary is one of aspects language that must be learning when students are learning a language, besides grammar and pronunciation. Also vocabulary can be help the student in learning and get easy to learning in the class. Its mean that to convey something so necessary stock vocabulary.

Vocabulary is a stock of words used by person, class or profession when they are learning a foreign language and expressing the meaning or idea to construct sentence for communication. And

¹ Elfrida H. Hiebert, Michael L. Kamil, *Teaching and Learning Vocabulary*, (Mahwa, New Jersey : Lawrence Erlbaum associates, inc, 2006) p.3

vocabulary is key of learning. Penny Ur defines that vocabulary can be defined, roughly, as the words we teach in the foreign language². It means that all words in foreign language that have been taught by teachers in order that the students can use those words in sentences or daily communication. It also can help the student to more easily understand in learning. Until the student gets to improve their ability.

Thornbury states that “vocabulary is a word and a word is a microcosm of human consciousness”³. It means that a word is a part of vocabulary, everybody in this world can grow with the words because the expansion and elaboration of vocabulary is something that extends across a lifetime.

Hornby states that vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook⁴. According to Mohammad Reza that vocabulary as a major component of language learning has been the object of numerous studies each of which has its own contribution to

² Penny Ur, *A Course in Language Teaching*, (United Kingdom: Cambridge University Press, 1996), 60.

³ Scott Thornbury, *How to Teach Vocabulary*, (Longman: Education Pearson Limited, 2002), p. 1

⁴ Hornby, As, *Oxford Advanced Learner Dictionary*, (New York: Oxford University Press, 1995), 1331.

the field⁵. Its mean that vocabulary is one asoect important in mastering language and as a major componen of language.

From the statment above, the writer concludes that vocabulary is a list of words that are essential elements for the individual speakers that used to convey the meaning and communicate with each other in formal language or international language. and Vocabulary is important for people especially for students, teachers, and government. Because they need it. And every year often present new word or vocabulary in this world. Therefore, they are so imprtant to enrich vocabulary mastery.

2. The Types of Vocabulary

vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive—that which we can understand or recognize—and productive—the vocabulary we use when we write or speak.⁶

Elfrieda H. Hiebert and Michael L. Kamil classifies vocabulary in two categories, they are:

⁵ Mohammad reza, “the effect of using vocabulary flash card on iranian pre-university students’ vocabulary knowledge”, *international educations stidies* (3, june 2012),1.

⁶Elfrieda H. Hiebert, Michael L. Kamil, *Teaching and Learning Vocabulary* Mahwa, New Jersey : Lawrence Erlbaum associates, inc, 2006,3

1. Receptive Vocabulary is larger than production vocabulary. And, as noted earlier, for beginner readers, oral vocabulary far outstrips print vocabulary.
2. Productive Vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

So, the difference between receptive and productive vocabulary is the time when you introduce that word that saves it in your brain is called receptive, and the time when you take that word from the brain to use, we call it productive.

Mentioning learning vocabulary is something more than memorizing a list of words. Learning vocabulary in elementary school is usually still focused on memorizing words, students are asked to memorize a lot of words. But the students quickly forget the words they have learned or memorized.

3. The Importance Of Vocabulary

Vocabulary always becomes the essential part of English as a foreign language. Every person who learns a language must learn the vocabulary of the language to make the learning process easier.

Without vocabulary mastery, learning a language becomes a very hard thing to do and communication in second language cannot happen in any meaningful way. Also its happen miscomunication between teacher and student. Edge (1993 : 27) state that knowing a lot of words in foreign language are very important. Its mean that having or knowing much of foreign language are very impotent because from that we get easier in the translation of words or in english learning. And it will help you on both. Its mean that by has a lot of knowing of foreign we can describe the world or something which has corelation with language, we can explain it easly. And if has more vocabulary we can easly understand in language learning and can tranlate easly.

Vocabulary is an impotent aspect in our life. Nunan has also argued that vocabulary development is an important aspect of language development and the research that has been conducted in recent years is very exciting.⁷ its mean that development vocabulary is an important aspect of language.

According to Betts vocabulary development is an important component in reading comprehension and the other areas of academic performance, instructional designs place much emphasis on practices

⁷ David Nunan, *Practical English Language Teaching Young Learners*. (New York: McGraw-Hill, 2005), p.122

which provide direct, explicit experience with words in the context of comprehension and content instruction⁸.

According to statement above, writer conclude that vocabulary is important in learning language and mastering vocabulary will facilitate someone in using language communication, by has a lot of words or vocabulary the person can easily in english learning, and can explain something with good words, and can translate foreign easily.

4. Vocabulary Mastery

According to Risqi Ekanti states mastery is the ability to use one of knowledge.⁹ It means mastery is the ability to combine skill and knowledge in one certain area. Also someone has a great skill at something.

vocabulary is words in foreign language used to express meaning form of symbols of group of letter in single or more than one word.

From defines above, the writer take conclusion that mastery is the ability to use one of knowledge and vocabulary is words in foreign

⁸ Betts in Martha Rapp Haggard, *The Vocabulary Self Collection Strategy: Using Student Interest and World Knowledge to Enhance Vocabulary Growth*. *Journal of Reading, Vol. 29, No. 07*, (April 1986), 634.

⁹ Riski Ekanti Ayuningtyas Palupi, *Enriching Vocabulary Mastery using Using Short Text* "a thesis of Vocabulary" (june 2010), 11

language used to express meaning form of symbols of group of letter in single or more than one word. So, the vocabulary mastery can be constructed to combine skill or knowledge of words that used to express meaning, in a single or more than one word.

5. The Technique in teaching vocabulary

Vocabulary is the first step important in learning language, but for teaching vocabulary is not easy to do. Teacher should facilitate vocabulary by good teaching strategies to help learners figure out meanings on their own. Teaching vocabulary is one of good ways of developing students' language vocabulary, and one of the good ways to enrich students' vocabulary. Besides, Richards states that teaching of vocabulary is an essential part of a language course.¹⁰ Its mean that teaching vocabulary is important essential for the students which begin in learning language. Because it will help them in learning . learning vocabulary may not be learned all at once but doing continuous. By using the vocabulary in daily activities. Because the basic of the people has forget charact eristic. And learning it by continious way will help them to memorize it. Factual, learners are often unable to gain

¹⁰ Jack C Richards, et all, *Methodology in Language Teaching* (Malaysia : person education, 2010), 256

new words while reading or listening activity because of their limitation in their vocabulary knowledge. For overbuild in teaching vocabulary, teacher can add a variety technique while teaching in the classroom. According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods and classroom techniques.¹¹ Its mean that to be a good teacher, the person must be creative, skill and knowledge, with his creative he can create the new situation leaning until situation learning be more productive and compotable and by his skill he can convey the explain clearly and get choosing the words. And by his knowledge he can share it to his student.

Therefore to create the productive and interesting in learning vocabulary, teacher have to creatively to make material more interesting. According to Ruth and Stuart say “ there are many techniques of vocabulary teaching. There are visual aids, verbal explanation, and contextual gueswork¹²

¹¹H. Douglas, Brown, *Principles of Language Learning and Teaching*, (New York:Longman, 2007), p.8

¹²Ruth Gairm and Stuart Redman, *Working with Word : Guide to Teaching and learning Vocabulary*, (New York : Cambridge University Press, 2003), 73

1. Visual Aids

In this technique, the teacher can use paper or short story or picture or sound or slide show and white board in teaching vocabulary. As long that equipment or media can improve and enrich vocabulary mastery.

2. Verbal explanation

In this technique, the teacher can explain can explain the meaning of the words. A teacher should select and provide words based on students' mastery. This efficient way to explain unknown words.

3. Contextual guesswork

In this technique, the students learn vocabulary using a text. The students learn to understand the meaning of the word.

From several techniques above the writer use in this research by visual aids because the writer use short story. The students are more interest and quickly to understand when the teacher explains the contain of short story and they get new some vocabularies from that short story. Beside it, the students are happy in process learning.

6. The Strategies In Learning Vocabulary

To be mastery english, the person must ability to convey clearly what he say. Therefore, he need much stock of vocabulary. Beacuse vocabulary is one important aspect in english and by much stock of vocabulary the person is easier to choose the words to convey it.

To be mastery in vocabulary, the students have much stock of vocabulary and ability to convey it clearly. Sometimes, the students has much stock of vocabulary but he can not to convey clearly and sometimes, the students has a good pronouciation but he do not has much stock of vocabulary. Morerever, the person do not has much stock of vocabulary and he do not has good pronounciation.

Learning vocabulary is not easy and not difficult. Because everyone whose memorize vocabularies sometimes easy to memorize it and easy go. Therefore, there are steps to learn vocabulary :

- Help yourself to learn by learning associated word together
- Picture and diagram can help you learn.
- Organizing vocabulary notebook¹³

¹³ Michael McCharty and Felicity O'dell, English vocabulary in use (New York :Cambridge iniversity press),P.4.

From it, the writer concluded that to learn vocabulary and to enrich students' vocabulary necessary the good strategies in process learning.

B. Short Story

1. Definition Of Short Story

One of the literatures is short story. According to MacMillan, "Short story is a brief work of prose narrative"¹⁴. It means that short story is a short prose narrative that usually can be read in short time. In other word, the reader does not need much time to comprehend what the short story tells about.

Meanwhile, According to mario klarer, " short story, a concise form of fiction"¹⁵ it is clear that short story is a simple literary text which can be considered to be used as material in learning language because of its distinctive features.

Meanwhile, Lazar said that "Short story is a work of fiction. It tells one event in a very concentrated way, describes something at moment of crisis, introduces people who are told do not really exist,

¹⁴ MacMillan Literature Series, *Introducing Literature, Signature Edition*, (New York : Glencoe/McGrawhill 1985), P.53

¹⁵ Mario Klarer, an intoduction to literaterary studies (USA And Canada : rountledge),P.12

has plot and characters who are somehow connected with each other.”¹⁶

Based on statement above. The writer conclude that short story is a fiction of narrative which has shorter or brief of plot then novel.

2. The Procedures of Teaching By Using Short Story

Procedure	Teachers' Activity	Students' Activity
Step 1:	Create the group for students.	Doing the teacher instruction
Step 2 :	Write some vocabularies on the board.	Pay the voaccabulay which wroten on the board by teacher
Step 3 :	Describe the mean of that vocabularies one by one throuht explanation or picture.	Pay attention to teachers explanation. After that answer or translate it.
Step 4:	Give text of short	Read and Scan the

¹⁶Gillian Lazar, *Literature and Language Teaching: A guide for teachers and trainers*, (Cambridge: Cambridge University Press, 1993), 73.

	story to students and ask them to read it.	short story that is give by the teacher.
Step 5 :	Give five questions for the student which has correlation with the text of short story.	The students think and answer it on their book.
Step 6 :	Request to every group to delegate their member to explain short story.	The student explain short story in front of students

3. The Advantage of Short Story

According to Jesus And Sagarrio in their book, there are some advantages of using short stories, they are :

- a. The development of listening skill possibly the most important of these skills. Is listening for gist which involves listening for the main idea or plot without necessary

understanding everything. Other skill such as listening for specific information can also be developed through stories.

- b. The acquisition of new vocabulary most of language in stories is perfectly contextualised and it is usually repeated more than once so that the listening the meaning. If additional information is also given to help learner with the comprehension of the story (as with visual aids for example) the introduction of new words need not be a huge task. The grammatical structures included in the story should be seen mainly as formal expression appropriate because they appear frequently in stories in appropriate context.
- c. The development of the child's literary competence by that we mean the child's ability to understand and enjoy literature which involves a range of strategies and skills acquired over the child's life mainly through extensive reading activities. It can be said that the use of stories introduces the child's not only to stylistic conventions such as reported speech, metaphor, emphasis etc, but also to

narrative conventions such as the time space relationship of event, repetition, ellipsis, etc.

- d. The communicative exchange involved in stories story telling is an activity which requires a certain level of interaction between the storyteller and the audience and between the individual listeners. The storyteller can obtain the collaboration of the audience at several point during the story. For example, by asking the listeners to guess the ending of the story by getting them to suggest an alternative ending, by opinion etc, interaction with an adult in a shared context. Storytelling fits into this interaction framework.

-the adult in this case is the teacher and the shared context is the story.

- e. Motivation if the stories is interesting enough and it is told in appealing way, and in general anything to do with factors affect the emotion, considered crucial in an learning process.
- f. Stimulation and development of the imagination the interactive nature of the story. Recreating of scenes and characters and ideas in the story mean that few other

activities can encourage the child's creativity and inventiveness in the way that storytelling can¹⁷.

From short story method the writer can take the advantage from it, they are :

- a. The students can develop their listening because to understand the story telling the student should listen correctly.
- b. The student can improving and to enrich their vocabulary mastery because by using short story the student found some new vocabulary.
- c. Study by using Short story is an activity interactive .
- d. Short story gives motivation.
- e. Short story gives opportunity to student to play their imagination.

¹⁷ Juan Jesus Zaro And Sagrario Salaberi, *Handbooks For The English Classroom, Storytelling* (Between Townroads : Macmilan Publisher, 1995),2.