**CHAPTER II**

**THEORETICAL FOUNDATION**

1. **ENGLISH CURRICULUM**

Although English has been accepted as the primary language in England since the fourteenth century, the status of vernacular literature was less clear for a long time. English literature, including the works now regarded as classic literary texts, has not always enjoyed the privileged status that it enjoys today. Indeed, English did not become a recognized subject in the school or university curriculum until the final decades of the nineteenth century and the first two of the twentieth century. Its emergence as a distinct subject reflects the interplay of differences of opinion about its primary purpose in the education system and differing ideas as to what should constitute its proper content and how it should be taught.[[1]](#footnote-2)

According to a statement on the beginning of English known as a literary work and not be a subject in the curriculum of schools and universities but as the development of the times English came up with a different subject reveal interactions and differences main objectives in the education system, and have ideas different from how content right and how to teach it.

1. **TEACHING VOCABULARY IN CLASSROOM PERFORMANCE**

Teaching vocabulary has it owns implications, According to Scott, “Teaching should direct attention to the sound of new words, particularly the way they are successes”.[[2]](#footnote-3)Besides that students will pay attention to new vocabulary spoken by the teacher, makes sense aspires to know and interested to ask or look it up. Because students think they've heard it, causing curiosity vocabulary when learning in the classroom.

Allah said in the holy qoran:

اَمَنْ هُوَ قَانِتٌ اَنَاءَ الَيْلِ سَاجِدًا وَقَائِمًا يَحْذَرُ الْاَخِرَةَ رَبِهِ قُلْ هَلْ يَسْتَوِيْ الَذِيْنَ يَعْلَمُلوْنَ وَالَذِيْنَ لاَ يَعْلَمُوْنَاِنَمَايَتَذَكَرُاُلُو اَلْبَاب
“Is one who worships devoutly during the hour of the night prostrating himself or standing (in adoration), who takes heed of the Hearafter, and who places his hope in the Mercy of his Lord, (like one who does not)? Say: “Are these equal, those who know and those who do not know? It is those who are endued with understanding that receive admonition. ) Surah Az-zumar : 9)[[3]](#footnote-4)

Rasulullah Said in the hadist:

وَمَنْ سَلَكَ طَرِيْقاً يَطْلُبُ فِيْهِ عِلْماً سَهَلَ اللهُ بِهِ طَرِيْقاً مِنْ طُرُقِ الْجَنَةِ (رواه مسلم)

"Abu Hurairah (May Allah is pleased with him) reported: the massenger of Allah (Muhammad), said, “Allah makes the way to Jannah easy for him who treads the path in search of knowledge.”[[4]](#footnote-5)

Exactly new vocabulary must be given appropriate structures that have been learned. And better leads to the context, for example, the words of the trip will be provided in the lesson and others. All the words that became the center of interest (entertainment, lifestyle and others) cannot be taught in a one-time or one meeting. In other words in the same way the "center" they can fit logically in terms of the other or when they meet in reading. In the early stages some contexts (situations or topics) should use the new achievement and students will learn to put words in accordance with the existing situation or topic. Usually examples such as: what did you see when it rains? Then points to the direction of teacher outside the classroom. Vocabulary that will be given should lead to a single context. If possible discuss the context it must be completed in one time. Scott Thornbury state that, “However vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary”. [[5]](#footnote-6)

According to the statement above if learners are not responsive in learning vocabulary, the teacher cannot be called communicative outstanding in teaching.

Some practical for language teaching according to Michael Lewis & Jimmie Hill:

1. A “vocabulary” item can be more than one word.
2. Do not discuss the structure of lexical items.
3. There is a difference between active and passive vocabulary.
4. Explain difference of meaning, not meaning.
5. Words are often best taught in groups.
6. Vary the way you explain.
7. Words can link grammatically as well as thematically.
8. Record words together which occur together.[[6]](#footnote-7)

Based on the quote above that learning vocabulary is not only composed of a vocabulary only, but much more, do not well on the lexical structure, may or understand the differences in vocabulary active and passive, can explain the vocabulary that has meaning and meaningless, teachers can enter the words positive or better in each group during the learning process takes place, teachers are required to varying explanations of topics according to the understanding of learners, teachers must also be able to connect the grammar is good and true, so that learners in digesting or given an explanation or a word that teachers give to learners.

Kruse (at Nunan) “Make five suggestions for teaching written in vocabulary in context:

1. *Word elements such as prefixes, suffixes and roots.*
2. *Pictures, diagrams and charts.*
3. *Clues of definition.*
4. *Inferences clues from discourse.*
5. *General aids.[[7]](#footnote-8)*

Revelation above states that there are five suggestions or references the first to make or write word elements such as prefix, suffix or root. eg prefixes beginning and endings, learning vocabulary can also be poured into images, charts or graphs to be more interesting when the learning process, may provide clues to define words, and provide clues to deduce the words and the last aid from the general for learners.

On investigations of vocabulary development Nunan state that “Uses computer game to provide a context for an experiment into vocabulary acquisition. He also takes language needs and interests as his point of departure in an experiment to test the effects of playing with computer games on the learning of vocabulary by young children”.[[8]](#footnote-9)

From the above statement that playing computer games included certain contexts as a trial for the vocabulary, the teacher can also adjust the needs and interests of any that need to learn the language as a stimulus for learners and the extent of the impact of learning with computer games to the learners.

According to Visnja, “Generally, research conducted so far has revealed that many learners employ learning strategies in vocabulary learning more frequently than in other language learning activities”.[[9]](#footnote-10)

According to the quote above that learners generally more frequent use of vocabulary learning strategies in learning compared to using other languages participating in learning activities outside of school.

Sokmen (1997) surveys explicit vocabulary teaching and highlights a number of key principles:

• build a large. Sight vocabulary

• integrate new words with old

• provide a number of encounters with a word

• promote a deep level of processing

• facilitate imaging

• make new words "real" by connecting them to the student's world in someway

•use a variety of techniques

• encourage independent learning strategies[[10]](#footnote-11)

According to the statement above that explicitly teach vocabulary there are a number of principles or establishment of which is to build an outline vocabulary with vision, integrating vocabulary are not yet familiar with the vocabulary already familiar in the ears of learners, teachers recommended every meeting provides a new vocabulary to students, giving the level of assessment for learners to the management of language learners to what extent, to provide facilities to support the development of learners in the vocabulary, fit words to the world of students both in school and outside of school, teachers can use a variety of teaching techniques so that learners do not easily bored in learning in the classroom and the latter gives learners assignment or memorizing vocabulary so that students can learn independently without depending on the teacher.

 John State that, “A distinction needs to be made between (a) *active* vocabulary - words which the student understands, can pronounce correctly and uses constructively in speaking and writing; and (b) *passive* vocabulary -words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly himself”.[[11]](#footnote-12)

Conclusion of the above presentation, the teacher should make the material for the class vocabulary. Teachers give new vocabulary adapted to the structure in the know, bringing them together in a single context. So that the students believe that the vocabulary is easy.

1. **VOCABULARY TECHNIQUES**
2. **Model of Vocabulary**
3. Kinds of Vocabulary

A person’s knowledge of words is divided into two broad kinds of vocabulary. There are two kinds of Vocabulary:

* **Active Vocabulary**- Working Vocabulary or Functional Vocabulary

It consists of words a person uses for a speech or writing as he fully understands the meanings of the words.

Active vocabulary so it is when someone has mastered a lot of vocabulary then one can easily talk and write a lot of things because he knows all the sense he was talking about and write.

* **Passive Vocabulary**- Recognition Vocabulary

It consists of words a person encounters in a newspaper and editorials or in others speech. These are unfamiliar words where it can be judged based on its context of use.[[12]](#footnote-13)

Passive vocabulary so it is when someone is looking at a newspaper or paper or when others speak he can assess the terms of use language appropriate context.

1. Types of Vocabulary

A vocabulary means both a list of words and the range of words known by any one person. There are four main types of vocabulary.

* **Reading Vocabulary** - A learned person's reading vocabulary is all the words he or she can identify when reading.

So reading vocabulary is to learn how to read a person's vocabulary can be seen through how someone identifies words as he reads.

* **Writing Vocabulary** - Words are used in various forms of writing from essays to twitter feeds. A writer will have his own preference as to which synonyms to use from the entire word list.

So writing vocabulary is a word from a variety of essay writing and a writer has their own prevention for synonyms and uses the entire list of words.

* **Listening Vocabulary** - A person's listening vocabulary is all the words he or she can recognize when listening to speech or communication.

So listening vocabulary is where someone capturing speech or communication through familiar words in his ears.

* **Speaking Vocabulary** - A person's speaking vocabulary is all the words he or she uses in communication.[[13]](#footnote-14)

Conclusions speaking vocabulary is a way of speaking one's seen how he uses whole words when communicating.

1. **Vocabulary Activities**

There are as many interesting and fun ways to work with vocabulary as you have the time and imagination to prepare them. My mantra for vocabulary is: "Recognition, Repetition, and Reproduction." Always keep in mind that the end goal of learning vocabulary is to be able to use it comfortably in context.[[14]](#footnote-15)

According to the statement above there are many fun way to learn vocabulary here it's just emphasize three elements namely the recognition, repetition and reproduction. And we need to remember that the ultimate goal of learning vocabulary is to be able to use comfortably in context.

1. **PLAYING SCRABBLE ON TEACHING VOCABULARY**
	1. **New Vocabulary**

**Learning new vocabulary is the most obvious use for and benefit of Scrabble in the ESL classroom.** If possible, make sure at least one native speaker plays with each group of ESL students – you, conversation partners, [guest speakers](http://busyteacher.org/7083-top-10-ways-get-most-from-guest-speaker.html), etc. Without even trying, the native speaker will play words during the game that are unfamiliar to your students. Ask the players that with each play, no matter who makes it, if they are familiar with the word. If anyone is not, explain to them the meaning of the word. If possible, have one of your students explain the meaning as that will cement the vocabulary in his mind even more.

From the above statement that has a new vocabulary is very important to increase vocabulary that students have to be more curious about learning English vocabulary.

### Spelling Practice

**While some students are learning new vocabulary words, others will be trying to spell familiar words correctly.** It goes without saying that misspelled words are not allowed in the game of Scrabble. Both the player of the word and his game-mates will want to check that every word is spelled correctly. This will be especially helpful if your students are playing words that [you have introduced in class](http://busyteacher.org/4820-4-ways-to-introduce-new-vocabulary.html). If you decide to keep score, you may want to offer bonus points, ten points is a good amount, to any person who plays one of the current vocabulary words.

From the quote above that practice spelling, it can see the progress of learners in pronunciation and fluency in speaking English.

### Letter Groupings

**Part of learning how to spell in English knows what letter combinations appear frequently in words.** In fact, serious Scrabble players will arrange their letter tiles to see common letter combinations in hopes of discovering a word they might play. These common combinations, such as ch, ll, sh, ck, br, tr, tion, etc., might help a player realize a word he has the makings for among his tiles. For ESL students, though, these letter combinations can be even more useful. Common vowel pairings like ou or ee will help your students learn spelling patterns that English has. If you play with tiles visible, rather than keeping them private as in a serious game, you can point out to your students letter combinations they can make with the letters in their hand. They may not be able to make a word with any given letter pairing, but just pointing out the common patterns will benefit them as they try to spell unfamiliar English words in the future.

From the above statement that the grouping was also important in learning vocabulary because students can exchange ideas with friends in the group.

### Number Writing

**Numbers can be one of the toughest things to learn and practice in a foreign language.** Since [numbers](http://busyteacher.org/classroom_activities-grammar/numerals_and_dates/cardinal_numbers-worksheets/) are so abstract, any second language speaker will naturally read and write numbers while thinking of the words in their native language. To push your students to ingrain numbers in English, have one of your students keep score during the game. However, rather than using numerals to keep the score, **have your student write out the numbers using words**. This will challenge your student to use English rather than his native language as he thinks and writes each player’s turn and may help with a number-second language connection in the brain.

From the quote above that number writing is also important in learning vocabulary so arranged neatly and systematically.

### Dictionary practice

**Do you not know what word to play on your turn?** A [dictionary](http://busyteacher.org/9160-teaching-esl-why-dictionary-is-your-best-friend.html) can be a great help for those rounds in Scrabble when you or your students are scrambling for a word. But getting your students to explore the dictionary is an even greater benefit than finding a word with z or q. Though they may be looking for a word to play on their turn, they will also be exposing themselves to new words and their definitions with every page they look at. They may recognize words they have heard in public or discover a better way to understand a vocabulary word they already know. If you asked your students to explore the dictionary for no particular purpose, you would most likely see a lot of eyes rolling, but when they take it upon themselves to explore the dictionary for a Scrabble game; they make gains without even realizing it.[[15]](#footnote-16)

As the conclusion learns vocabulary need to open the dictionary so that we can know the meaning of the vocabulary.

1. **THE SCORING SYSTEM**

The history of vocabulary assessment in the twentieth century is very much associated with the development of objective testing. Testing vocabulary is examination to measure the ability how far to the students to mastery the lesson especially vocabulary that had learner or given by their teacher in the classroom. According to John Read say that “Objective testing such as multiple-choice, completion, translation, matching word, and picture”[[16]](#footnote-17).

From the quote above that of a test object there are many variations of which are multiple choice, completing an empty word, translate words, matching words and pictures are arranged randomly.

Mean while Arthur Hughes said “Testing vocabulary use picture, gap filling, (multiple choice and definition)”.[[17]](#footnote-18) Many course use test placement test for measuring the students’ ability in mastery vocabulary. The researcher scrabble game as media students in effectives vocabulary.

1. Louise Poulson, *The English Curriculum in Schools,*(London & New York, Cassell: 1998), p. 17 [↑](#footnote-ref-2)
2. Scott Thornbury, *How to Teach Vocabulary*, (England: Longma, 2002), p. 30. [↑](#footnote-ref-3)
3. Drs. Arif Rifhan, M.A., ed., *Al-Quran Tiga Bahasa*, (Depok: Penerbit Al-Huda, 2010), p. 907. [↑](#footnote-ref-4)
4. Riyad As-Salihin, *Hadist Riyad as-Shalihin,* 2016. Hadith Collection, version 1.7.2. [↑](#footnote-ref-5)
5. Scott Thornbury, *How to Teach Vocabulary*, (Edinburgh Gate: Pearson Longman, 2002), p. 13. [↑](#footnote-ref-6)
6. Michael Lewis & Jimmie Hill, *Practical Techniques for Language Teaching,* (London: Commercial Color Press, 1992), p. 98-104 [↑](#footnote-ref-7)
7. David Nunan, *Language Teaching Methodology*, (London: Longman, 2000), p.121 [↑](#footnote-ref-8)
8. David Nunan, *Language Teaching Methodology*, (London: Longman, 2000), p.122. [↑](#footnote-ref-9)
9. VisnjaPavicicTakac, *Vocabulary Learning Strategies and Foreign Language Acquisition,* (North York : Multilingual Matters LTD, 2009), p. 59 [↑](#footnote-ref-10)
10. Nobert Schmitt, *Vocabulary in Language Teaching,* (Cambridge: Cambridge University Press, 2009), p. 147. [↑](#footnote-ref-11)
11. John Haycraft, *An Introduction to English Language Teaching,* (Essex: Longman, 1978), p. 44 [↑](#footnote-ref-12)
12. http://english.tutorvista.com/vocabulary.html [↑](#footnote-ref-13)
13. http://english.tutorvista.com/vocabulary.html [↑](#footnote-ref-14)
14. http://www.nclrc.org/teachers\_corner/classroom\_solutions\_yana/vocabulary\_activities.html [↑](#footnote-ref-15)
15. http://busyteacher.org/11339-scrabble-6-great-uses-esl-classroom.html [↑](#footnote-ref-16)
16. John Read, *Assessing Vocabulary*, (United Kingdom: Cambridge University Press, 2006), p. 77. [↑](#footnote-ref-17)
17. Arthur Hughes, *Testing for Language Teachers,* (United Kingdom: Cambridge University Press, 1989), p. 149. [↑](#footnote-ref-18)