

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Vocabulary

##### 1. Definition of Vocabulary

Vocabulary is one of important elements of teaching learning language. As Fard and Boroujeni states that:

Vocabulary is a sizeable component in the learning process. Learners across proficiency levels will encounter situations where they can understand only part of written text or a sentence due to the fact that they don't know all the words.<sup>1</sup> It means that vocabulary is big component that will make people understand on the part of written text because they don't know the meaning of all the words.

While Richard and Willy states that, “vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write”.<sup>2</sup> According to Nation and Coady, they states that, “vocabulary is clearly an important factor in reading, as readability studies show, but it is only one of a range of factor”.<sup>3</sup> It means that vocabulary influence four others skill in learning language.

Furthermore Cameron in Aqahtani states that, “vocabulary as one of the knowledge areas in language, plays a great role for learners in acquiring a

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<sup>1</sup> Fateme Moradian Fard and Samira Atefi Boroujeni, “Incidental Vocabulary Acquisition via Reading for Pleasure”, *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, Vol. 11, No. 5, (May-June, 2013), 69.

<sup>2</sup> Jack C. Richards and A Willy Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), 255.

<sup>3</sup> I. S. P. Nation, *Teaching and Learning Vocabulary*, (Boston: Heinle & Heinle Publishers, 1990), 116.

language”.<sup>4</sup> While Hornby in Alqahtani defines vocabulary as “the total number of words in a language; vocabulary is a list of words with their meaning”.<sup>5</sup> The statements mean that vocabulary can call as an area that consists of role of language acquisition and is group of words that have meaning.

According to Nunan, vocabulary is more than list of target language words. As part of language system, vocabulary is interrelated with grammar. In fact it possible to dived the lexical system of most languages into grammatical words.<sup>6</sup> As Phillipps states in Suyanto states that, “...both vocabulary and grammar need to be taught in context and the children should always to be given plenty of opportunities to use the language that they have learn in class”.<sup>7</sup> It means that vocabulary also influence another element that is grammar or structure, because both of them are connected as elements of language.

Beside the definition of some experts above, there are other definitions, but all of definition has the same gist that vocabulary one of important aspect in teaching language.

Vocabulary is the most important thing for someone who want to learn any language. Without good vocabulary mastery, it will be impossible to acquire and fluent in that language. Vocabulary is set of words known to a person or other entity, or that are part of a specific language.<sup>8</sup> From another expertise, we can take another definition of vocabulary, such as:

- a) Vocabulary is a total number of words which (with rules for combining them) make up a language.
- b) Vocabulary is all the words that a person uses. All the words in a language.

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<sup>4</sup> Mofareh Alqahtani, “The Importance of Vocabulary in Language Learning Learning and How to be Taught ”, *International Journal of Teaching and Education*, Vol. III, No. 3, (2013), 24-25.

<sup>5</sup> Alqahtani, *International Journal of Teaching and Education*, Vol. III, 24-25.

<sup>6</sup> David Nunan, *Second Language Teaching & Learning*, (Boston: Heinle & Heinle Publishers, 1999), 101.

<sup>7</sup> Kasihani K.E. Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2009), 47.

<sup>8</sup> Naf'an Tarihoran, *Reading 1 Basic Reading Skills*, (Serang: Dinas Pendidikan Provinsi Banten, 2012), 23.

- c) A vocabulary is defined as “all the words known and used by a particular person”.

From the definition above, it can be concluded that vocabulary is group of words that is important to be used by people to learn language.

## 2. Kinds of Vocabulary

There are two kinds of vocabulary which both of them have each categorize that are divided from how words learnt by the learners. One of experts below states about the kinds of vocabulary.

Haycraft, quoted by Hatch and Brown in Alqahtani, indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.<sup>9</sup>

### a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

### b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

From the statement above, it can be concluded that the kinds of vocabulary are receptive that means the learners learn about how the words are used in the context, while productive vocabulary means that the learners also learn about the words are pronounced in speaking and used in writing.

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<sup>9</sup> Alqahtani, *International Journal of Teaching and Education*, Vol. III, 25.

### 3. Vocabulary Acquisition

Acquiring vocabulary is very influential to all people who are learning foreign or second language. Having many vocabularies is needed and to acquire vocabulary, reading is one of important activity. Vocabulary acquisition is the vocabulary that we get to be mastered in order to be easily learning language.

Decarrico states that, “vocabulary acquisition is central to language acquisition, whether the language is first, second, or foreign”.<sup>10</sup> It means that without vocabulary acquisition, it is difficult to acquire language.

Vocabulary acquisition plays an important role in mastering a language. A learner with insufficient vocabulary size will not perform well in every aspect of language itself.<sup>11</sup> Without enough vocabulary acquisition, learner can learn English well.

According to Nation, the acquisition of vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written text. Learning vocabulary items plays a vital role in all language skill (e.g. listening, speaking, reading, and writing).<sup>12</sup> It means that vocabulary create language use successfully and influences all of important skill in language.

Rivers in Moradian Fard, has also argued that “the acquisition of adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will not be able to use the structures and functions, we

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<sup>10</sup> J.S. Decarrico, *Vocabulary Learning and Teaching – English as A Second or Foreign Language*, (Boston: Heinle & Heinle Publishers, 2001), 285.

<sup>11</sup> Alpino Susanto, “The Teaching of Vocabulary: A Perspective ”, *Jurnal KATA*, Vol. I, No. 2, (October 2017), 182.

<sup>12</sup> I. S. P. Nation, *Learning Vocabulary in Another Language*, (Cambridge: Cambridge University Press, 2001), 144.

may have learned for comprehensible communication.”<sup>13</sup> Vocabulary can help us to use grammar and the function and also for communication.

#### **4. The General Guidelines for Teaching Vocabulary**

Teaching vocabulary has some general guidelines that can help teachers in teaching and learning vocabulary systematically and might be help students to understand and acquire vocabulary easily.

It is helpful to keep in mind several general principles that facilitate acquisition of new vocabulary.<sup>14</sup>

- a. Teach new words in the context of a meaningful subject-matter lesson and facilitate student discussion that requires students to use the new words.
- b. Ensure that students hear the correct pronunciation of the word and practice saying it aloud.
- c. Teach word parts-root words, base words, prefixes, and suffixes that students will encounter frequently.
- d. Teach in related clusters to help students understand how words are related and interrelated.
- e. Identify examples/ application and non-examples/ non-applications related to the meaning of the word.
- f. Help students connect new vocabulary to something with which they are already familiar.
- g. Create opportunities for students to paraphrase the definition of a new term so that they can identify the main idea associated with the term and recognize specific bits of information that clarify its broader, more general core idea.
- h. Offer students the opportunity to acquire new vocabulary using a variety of learning modalities or formats that actively engage them in the learning process.

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<sup>13</sup> Fard and Boroujeni, *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, Vol. 11, 69.

<sup>14</sup>William and Mary School of Education, “A Word About Vocabulary Consideration Packet”, Thursday, April 18<sup>th</sup>, 2019, <http://education.wm.edu/centers/ttac/index.php>.

The statement above means that in teaching vocabulary have to be connected with other elements especially structure and pronunciation in order learners can applies it in writing and speaking easier.

### 5. Vocabulary Level and Learning

Vocabulary has some of types that can be appropriated by the level of words, kinds of text or book, and be appropriated by the types of the readers.

Table bellow gives guidelines about how to help learners study the vocabulary at the various level<sup>15</sup>.

Vocabulary level	Type of vocabulary	Learning required to increase vocabulary knowledge at each level
2,000-word level	The <i>general service list</i> ; the vocabulary of simplified reading books.	<ol style="list-style-type: none"> <li>1. Learning list of words based on the Longman Structural Readers Lists or the <i>General Service List</i>.</li> <li>2. Intensive and extensive reading of simplified reading books.</li> <li>3. <i>Advanced English Vocabulary, Work-book 1</i> (Barnard, 1972)</li> </ol>
3000-word level	A basis for beginning to read unsimplified texts.	<ol style="list-style-type: none"> <li>1. Intensive reading of a variety of texts.</li> <li>2. Extensive readding of the Bridge Series.</li> </ol>
5,000-word level	A wide vocabulary.	<ol style="list-style-type: none"> <li>1. Training in guessing words in context.</li> <li>2. Wide general reading-novels, newspapers, university texts, etc.</li> <li>3. Intensive reading of a</li> </ol>

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<sup>15</sup> I. S. P. Nation, *Teaching and Learning Vocabulary*, (Boston: Heinle & Heinle Publishes, 1990), 263.

		variety of texts. 4. <i>Advanced English Vocabulary</i> , Work book 1 and 2.
The university word level	The specialized vocabulary of university texts.	6. Learning words in the University Word List. 7. Intensive reading of university texts. 8. <i>Advanced English Vocabulary</i> , Word-book 2 and 3. 9. Learning prefixes and roots.
10,000-word level	A large wide vocabulary.	Activities similar to the 5,000-word level, combined with learning prefixes and roots.

## 6. Classroom Progress Vocabulary Test

Each learner surely has progress from each teaching learning process and from each learning material, and one of the materials is their vocabulary progress. To know learners' vocabulary progress or the result from their learning, teacher usually gives them tests. It can be every day after teaching learning finish, after one chapter finish, middle semester or final semester. There are many kinds of tests that can be used to examine the learners' vocabulary progress.

The purpose of the class test is generally to assess the learners' progress in vocabulary learning and more especially to give them an incentive to keep studying vocabulary on a regular basis. The underlying assumption is that it is important to build their vocabulary size in the second language, which requires a systematic study of words by individual learners in addition to any class work on vocabulary.<sup>16</sup> Several item types of test task:

### a) Matching items

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<sup>16</sup> John Read, *Assessing Vocabulary*, (Cambridge: Cambridge University Press, 2000), 170-175.

The basic matching task requires learners to make a connection between target words and their synonyms or definition.

b) Completion Item

Completion or blank-filling, items consist of a sentence from which the target of word has been deleted and replaced by a blank. The function of the sentence is to provide a context for the word and perhaps to cue a particular use of it.

c) Sentence-writing items

This task can allow the learners to demonstrate several aspects of their vocabulary ability as whether they understand the meaning of the target word, know how the word functions grammatically within a sentence and what its correct form is, know how the word collocates appropriately to other words; and can use the word 'productively' in their writing.

d) Generic test items

The kind of items that can be used in the individualized vocabulary program described by Smith, just before the test, the teacher returns the individual lists to each learner.

Teachers can use various tests to examine the learners about the material that they have learnt. The test will show how far progress of learners. Especially for their vocabulary mastery even their vocabulary acquisition.

## **B. Reading for Pleasure**

### **1. Definition of Reading for Pleasure**

Reading is very useful for our life, we can get all of prestige things from reading those are information and knowledge. Besides it, reading is also useful to learn language.

Harmer states that, "reading is useful for language acquisition. Provided that students more or less understand what they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling or



their writing”.<sup>17</sup> It means, reading is useful if they get something from what they read, and one of it is their vocabulary.

When we read for different purposes, we engage in many types of reading, particularly in academics settings. Six major purposes are listed below<sup>18</sup>.

Academic purposes for reading:

- a. Reading to search for information (scanning and skimming)
- b. Reading for quick understanding (skimming)
- c. Reading to learn.
- d. Reading to integrate information.
- e. Reading to evaluate, critique, and use information.
- f. Reading for general comprehension (in many cases, reading for interest or reading to entertain).

Reading for pleasure is almost same with extensive reading. Reading for pleasure is one of type of reading that gives readers option to read what the reading that makes them enjoy when they read. It certainly gives them advantage and one of the advantages is increase their vocabulary acquisition because they certainly read new words that are acquired by the reader.

Scott and Saaiman state that, “reading is an indispensable skill and is fundamentally interrelated with educational success.”

Then, Grabe & Stoller state that the various types of reading, such as reading for pleasure, skimming or reading to learn, all contribute to learning and the various types of reading, such as reading for pleasure, skimming or reading to learn. all contribute to learning. Grabe & Horst also state that Reading for pleasure or extensive reading, among other types of reading,

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<sup>17</sup> Jeremy Harmer, *How to Teach English*, (Edinburg: Pearson Education Limited, 2007), 99.

<sup>18</sup> William Grabe, *Reading in a Second Language-Moving from Theory to Practice*, (Cambridge: Cambridge University Press, 2009), 7.

such as reading to learn, helps to improve students reading proficiency and increases their metacognitive skills.<sup>19</sup>

The statements above mean that reading is a basic skill and it has some types of reading. One of type is reading for pleasure that sometimes called extensive reading. I can help students or other people to improve their enjoyable skill and even other skill.

Day & Bamford state in Boayke that, “extensive reading is sometimes referred to as pleasure reading.” Then, Savas states in Boayke that, “students are given the option to select texts based on their own interest and proficiency level. The goal of extensive reading or reading pleasure is to get students to enjoy reading in the target language.”<sup>20</sup> The students can be enjoyable to read what they want to read according to their pleasure or interest reading.

Reading, like sports or music, requires lots of practice.<sup>21</sup> The best way to become a better reader is by reading a lot. The best readers are people who love to read and who read often. If you don’t love reading, you can learn to love it, by reading for pleasure.

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<sup>19</sup> Naomi A. Boakye, “Extensive Reading in a tertiary reading programme: Student’s Accounts of Affective and Cognitive Benefits”, *Reading & Writing Journal of The Reading Association of South Africa*, Vol. 8, No.1, (November 2017), 1.

<sup>20</sup> Boakye, *Reading & Writing Journal of The Reading Association of South Africa*, Vol. 8, 2.

<sup>21</sup> Tarihoran, *Reading 1 Basic Reading Skills*, 181.

Reading for pleasure means any reading that is primarily for enjoyment.<sup>22</sup> It compasses a wide range of genres and publications, and includes both fiction and non-fiction. For example gardening or cookery books can be read as instructional texts in order to carry out specific tasks, but can also be read purely for pleasure. Similarly, fiction is often considered to be read for pleasure but may also be read for academic study.

Reading for pleasure is no longer restricted to printed word but increasingly includes online reading, whether on a website, or via an e-reader such as a Kindle.<sup>23</sup> Fiction, such as novel, short stories, jokes comics, poetry, lyrics, plays and scripts. While non-fiction is reference books, newsletters, letters, emails, biographies, memoirs, newspaper, magazines, websites.

## 2. The Advantages of Reading for Pleasure

Reading for pleasure has some of advantages for us as the reader that like reading that makes us enjoy to the text that be our pleasure reading.

According to Dubin & Olstain, the benefits of reading for pleasure as:<sup>24</sup>

- 1) Students develop an ability to gain pleasure and also satisfaction from reading on their own in the language they are learning.
- 2) They are open to the language in a more natural and less structured way. In other words, they get different unpressured feeling on the

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<sup>22</sup> BBC, *Reading for Pleasure-A Guide on Ways to Encourage Learners to Read for Pleasure*, Thursday, April 18<sup>th</sup>, 2019, [www.bbc.co.uk/skillwise/tutors/using-skillwise-as-a-tutor/reading-for-pleasure](http://www.bbc.co.uk/skillwise/tutors/using-skillwise-as-a-tutor/reading-for-pleasure).

<sup>23</sup> BBC, *Reading for Pleasure-A Guide on Ways to Encourage Learners to Read for Pleasure*, Thursday, April 18<sup>th</sup>, 2019.

<sup>24</sup> Ramazan GOCTU, *The Impact of Reading for Pleasure on Georgian University EFL Student's Reading Comprehension*, (Journal of Education in Black Sea Region, 2016), 75.

structure of the language since they read for pleasure, not for a grade or any other assessment.

- 3) Pleasure reading has also effect on other language skills such as writing and speaking.
- 4) Extensive reading, or reading for pleasure will help the students comprehend more and also continue to use the language after the instruction.

There are two main reasons why pleasure reading is such an effective way of improving your English. First, pleasure give you an opportunity to have lots of contacts with the language. This is especially true because pleasure reading is enjoyable, so you are likely to spend time doing it and remember that “the best friend is the book”. Second, reading for pleasure allows you to build on your personal knowledge of English. No two students have the same knowledge of a language or the same language learning needs. Some students may need to learn more vocabulary, others may need to develop their ability to write food sentences in English.

Regular reading for pleasure can help you to:<sup>25</sup>

- 1) Improve your vocabulary.
- 2) Improve your reading speed.
- 3) Improve your comprehension.
- 4) Improve your writing.
- 5) Gain more knowledge.
- 6) Find example of many different ways people peaked and write.

Reading for pleasure is different from the reading that you do for study. When you read for pleasure, you don't have to read the same book that everyone else in the class in reading. You can choose any kind of book you want, such as

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<sup>25</sup> Tarihoran, *Reading 1 Basic Reading Skills*, 181.

novel, thriller, mystery, science, or history book. It is not what you read, but your enjoyment, that matters.

Pleasure reading is also different from study reading in reading way. You don't have to remember the details of your pleasure reading book because you will not be tested about what you have read. All you have to do is enjoy the book.

### 3. The Procedure of Teaching by Using Reading for Pleasure Activity

Steps:	Teacher's Activity	Students' Activity
1	Write some vocabularies on the board.	Try to analyze the part of speech (noun, verb, adjective) of the vocabulary.
2	Explain the meaning and part of speech (noun, verb, adjective) of the vocabularies.	Pay attention to the teacher's explanation.
3	Give the example texts (poem, biography, and lyric).	Read the text silently about 5 minutes.
4	Make group based on the number on the text.	Doing the teacher's instruction.
5	Ask students to analyze the text about unfamiliar vocabulary on the board.	Students discussed and do the teacher's instruction.
6	Analyze the students' vocabulary that they have written on the board together with the students.	Analyze their vocabulary that they have written on the board together with the teacher.
7	Ask to each group to delegate their member to explain the text briefly which the texts are different in each group.	One of members of each group explains the text briefly.
8	Ask students to read their pleasure reading at home and bring the text in the second meeting.	Pay attention to the teacher's instruction.

9	In the second meeting, teacher does the same activity as the first meeting.	In the second meeting, students do the same activity as the first meeting.
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### C. Thinking Framework

Besides among four skills like writing skill, reading skill, listening skill, and speaking skill, there is one of important in thing learning foreign language especially English language, it is vocabulary. However in Indonesia, it is quite difficult for students to acquire and remember English vocabulary. Ordinarily, students need to increase their vocabulary acquisition and remember it, but they usually get difficulty to acquire many vocabularies because they never read English text, moreover English academic text that usually in English learning book. Therefore, being able to get more vocabulary and remember it efficiently, the teacher must give them the reading for pleasure text or let the students to read what they want to read in order to they enjoy the text that they are reading. The writer believes that reading for pleasure can be suggested to be one possible technique to improve their vocabulary acquisition. In this activity, students must read the English text that doesn't make them feel perforce and list the new vocabulary they get with the meaning and make sentence.

Reading for pleasure can help students become more interested and involved in classroom learning by read the text they want to read and make them enjoy it. Reading for pleasure is useful for both students and teachers. Teachers encourage students to increase their motivation and encourage them to engage in reading and

vocabulary. Students have more opportunities to read, acquire, and remember with their reading for pleasure in English language, and also students' English reading, speaking, and understanding will improve. Students learn to use the language in more enjoy.

Based on the statement above, the writer assumed that reading for pleasure may reserve for helping the students to improve their reading ability and vocabulary acquisition. Reading for pleasure presents an enjoyable situation and make available in interesting lesson in order to the students can acquire the new vocabulary of English as foreign language. With reading for pleasure teachers can make his or her lesson classroom activity enjoyable and full of more exposure to language input and more choice to practice the language and develop his or her teaching technique. Reading for pleasure is very applicable to be used for teaching-learning English especially in learning vocabulary.

#### **D. Hypothesis**

This research is to answer such question: "Is there any significant difference on students' vocabulary acquisition after they are taught by using reading for pleasure?"

The writer should propose hypothesis: "There is significant difference on students' vocabulary acquisition taught by reading for pleasure". It means that reading for pleasure is an effective technique in teaching vocabulary.