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CHAPTER II

RIVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Vocabulary

Vocabulary is one of the materials studied by students of all level of schools in Indonesia. It has been mastered if they want to master English well. It is impossible to be successful in studying a language without mastering the vocabulary. According to Hiebert and Kamil (2005:3), “vocabulary is a knowledge of the meaning words”. In addition, Stahal and William (2006:5) noted that vocabulary is closely associated not just intelligence, but also with knowledge. It means that vocabulary can help someone to use a language through communication and to understand what is being read or listened in English language.

Vocabulary is low skill in learning English. According to Nagy and Herman (1997:21), in Day and Carole and Motoo (1991:541), for children learning English as a first language, as many as 3.000 word may be learned per year between grades three and twelve.

Vocabulary can be learned in reading. According to Day, Carole and Motoo (1991:541), children could learn vocabulary indirectly in context while reading. In additional, Linse (2005:121) states vocabulary as the collection of word that an individual known.



Vocabulary is a central of language and of critical importance of typical language. Without sufficient vocabulary, people can not communicate effectively or express her ideas in both oral and written form. Hiebert, and Kamil (2005:3) state that Oral vocabulary is the set of words for which we know the meanings when we speak or read orally.

Vocabulary is basic for communication and in the language learning vocabulary is very important because all language skills are concerned with words, in speaking we speak words. Students who learn English are expected to have good ability in mastering the language components such as: grammar, vocabulary, sound system, etc. Therefore, in order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

Dealing with all those authors', the writer assumes that vocabulary is a crucial thing in learning English and vocabulary is a basic component for mastering skills of English.

2. The Importance of Learning Vocabulary

Vocabulary is an important aspect that must be mastered by the language learner. Stahl and Nagy (2006: 3) stated that the concept of vocabulary is widely used in our life, it is certain to being human.

Furthermore, Stahl and Nagy (2006: 6) said that the more you learn vocabulary the better your ability to equip the meanings of unknown words. It



gives benefits to them not only become better readers but also lifelong learners and readers.

Based on those explanations, the writer assumes that language makes your life easier and it starts from vocabulary.

3. Vocabulary Mastery

Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills. According to Brabham & Villaume (2002, p.264) in William P. Bintz (2011), many children begin formal schooling “with rich vocabularies but no formal vocabulary instruction” and Carey (1978) in William P. Bintz (2011) state that while they are in school they may continue to learn vocabulary without much direct and explicit help from teachers.

The concept of mastery in this research is understanding and knowing the meaning of the sentences given by the teacher. There are some indicators to measure students’ vocabulary mastery according to Penny (1991:60-62) :

- a. The students’ ability in comprehending the word correctly (from word comprehension).
- b. The students’ability in using the word correctly (use-grammatical function).
- c. The students’ability in finding the meaning of the word based on the context (Aspects of meaning: denotation, connotation, appropriateness)

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- d. The students' ability in finding the synonym, antonymy, co hyponym, super ordinates and translation (meaning-relationships).

4. The Defenition of Vocabulary Journal Strategy

According to Antonacci and O'Callaghan (2012:110), Vocabulary Journals are a specific type of learning log where student write ideas and information related to the newword in a notebook. Schmitt and Schmitt (1995) argue that keeping vocabulary notebooks is one way of promoting learner independence. They also believe that the best way to remember new words is to incorporate them into language that is already known. Vocabulary journals are frequently advocated as a way for students to take control of their vocabulary learning (Fowle, 2002). Its clear that vocabulary journals help student to understand the word meaning.

This notebook is not used to write note. Vocabulary Journals are used by students to respond and transact with words, concepts, and ideas through the use of their own language. Students select words from their readings that they are learning. They use their journals to explore the words' meanings, make connections between the new words and their own experiences and ideas they already know, and produce rich definitions. It will increase students vocabulary. It is valuable in helping students explore the meanings of words that they encounter while reading.

Vocabulary Journals may be used before, during, or after reading depending on how the teacher will use the journals. For example, oftentimes the teacher will use direct instruction for teaching the key words before reading the text. Students



will then record the words and their initial ideas in their journals, but they will return to the words during and after reading to personalize the meanings of the words. During independent reading, students will use their journals during and after reading.

5. The Purpose of Vocabulary Journal Strategy

According to Antonacci and O'Callaghan (2012:110), the purpose of Vocabulary Journals is to encourage students to become word conscious by collecting new and interesting words and learning their meanings through engaged explorations. Besides, Schmitt and Schmitt (1995) said that using vocabulary Journal in learning process is the best strategy to help student incorporate the new word into language that is already known.

Writer concludes some benefits of this strategy as follows:

- a. To guide the students in learning process, it makes them easier to find out the unknown words and explore the meaning of word.
- b. To increase students' motivation in learning by using better strategy without too much memorizing.
- c. To develop students' number of words
- d. keeping teachers informed about learners' progress



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6. The Procedure of Vocabulary Journal Strategy

Here are the procedures of this strategy (Antonacci and O'Callaghan, 2012:110)

1. Introduce Vocabulary Journals to students. Talk about the purpose of the journal and how to identify words from their readings to explore word's meaning and use.
2. Demonstrate how to select words from a reading. Conduct a read-aloud to show the students which words might be selected for their Vocabulary Journals.
3. Use a think-aloud to model how to construct meanings from words. Engage in a think-aloud on how to interact with text to construct and build word meaning. Demonstrate to students how to
 - a. consult other resources such as glossaries and dictionaries to show meanings of words or search illustrations, diagrams, and subtitles;
 - b. use the context of the sentence or sentences around the word to explore the meaning of the word;
 - c. show word relationships such as synonyms, antonyms, homonyms, etc.;
 - and
 - d. explore meaning through making connections to the word, such as what they know that is similar to the meaning of the word or other readings in which the word might have been used.
4. Record ideas that have been used to explore the meaning of the word. Display different techniques that were used to represent word meanings



and relationships. For example, discuss the use of word or concept maps and other graphic organizers to show word and concept relationships and the use of pictures to depict meanings.

5. Encourage students' systematic use and sharing of Vocabulary Journals. Develop students' interest in words by encouraging their use of Vocabulary Journals and providing a range of contexts where students use their journals. They may be used most effectively in literature circles, guided reading, independent reading, shared reading, read-alouds, and reading across the curriculum. Teachers encourage the students' use of journals during discussions where they may share their words, ideas, and questions.
6. Encourage students to use their Vocabulary Journals as a resource. Provide authentic ways to help students use their Vocabulary Journals as a tool for learning. Since journals are a storehouse for new and interesting words and their meanings, spellings of words, concepts, and ideas, students should be encouraged to use their Vocabulary Journals during writing.

7. Teaching Vocabulary by using Vocabulary Journal Strategy

Vocabulary is one of the important components of English. It is an integrated skill in English; they are listening, writing, speaking, and reading. The students can use those four skills if they have sufficient vocabulary. Thus, to make students understand about English, vocabulary should be taught.



To be effective, vocabulary instructions should provide both good definition and illustration of how words are used in natural context. The Vocabulary Journal takes seriously the task to finding students “suspects” or new unknown words.

Vocabulary Journal strategy will make students active, interesting, also motivated in understanding the meaning of words.

Antonacci and O’Callaghan (2012:110) state that Vocabulary journal helps student to know the meaning of the word while reading.

It can be concluded that Vocabulary Journal is a good strategy for every level of students including Junior High School level. Vocabulary Journal strategy in which the strategy uses context to develop personal meaning for new vocabulary and they are as a journal.

8. Relevant Research

According to Syafi’I (2013: 103), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. Relevant research is intended to avoid plagiarism toward the designs and findings of the previous researchers.

There is relevant research which have relevancy to this research.

1. Fika Nurul Hanifia in 2013, conducted a research entitled “The Use of Vocabulary Journal in Enriching Students’ Vocabulary Mastery and The Students’ Attitudes Toward Its Use”. The research was aimed at discovering the effects of vocabulary journal on the students’ vocabulary mastery and also their attitudes toward its application in the class. Type this



research was a quasi-experimental design. The data were gained from pre-test, post-test, and interview.. The result of this reasearch was Experimental class tended to have better scores than control class did. Moreover, the data of the interview showed positive responses to the use of vocabulary journal in learning vocabulary. It is different from this research in which the writer used vocabulary journal strategy for vocabulary mastery.

2. Neval Bozkurt in 2009 focused on learning English by using vocabulary notebook on vocabulary acquisition at the Zonguldak Karaelmas University English Language Preparatory School, in Zonguldak, Turkey. The preparatory school was a one-year program, He found that there was a significant effect of using vocabulary notebook. Vocabulary notebooks can be an effective learning tool in EFL classrooms, vocabulary notebook improved ability to use dictionaries and guess from context. In this reasearch the writer also used vocabulary notebook as the learning tool to improve their vocabulary.

9. Operational Concept

In carrying this research, it is necessary to clarify the variable used in analyzing the data. There are two variables, variable X and Y. Variable X is the effect of using Vocabulary Journal strategy. Variable Y is the students' vocabulary mastery.

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1. The indicators of variable X (Vocabulary Journal strategy):

- a. Teacher introduces Vocabulary Journals to students.
- b. Teacher demonstrates how to select words from a reading.
- c. Teacher uses a think-aloud to model how to construct meanings from words.
- d. Teacher Records ideas that have been used to explore the meaning of the word
- e. Teacher encourages students' systematic use and sharing of Vocabulary Journals
- f. Teacher encourages students to use their Vocabulary Journals as a resource.

2. The Indicator of Variable Y (Students' Vocabulary Mastery)

- a. The students are able to identify the verb correctly (from word comprehension).
- b. The students are able to use the noun correctly (use-grammatical function).
- c. The students are able to find the meaning of the adverb based on the context (Aspects of meaning)
- d. The students are able to find synonym, antonym, and translation in the term of adjective (meaning-relationships).



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10. Assumption and Hypothesis

1. The Assumption

In this research the writer assumes that students' vocabulary mastery is various and using Vocabulary Journal strategy in English teaching process is more effective than without using Vocabulary Journal strategy.

2. The Hypothesis

a. The Null Hypothesis (H_01)

There is no significant difference between using Vocabulary Journal strategy and without using vocabulary journal strategy on students' vocabulary mastery at Junior High School 1 Pangkalan Kuras.

b. The Null Hypothesis (H_02)

There is no significant effect of teaching English using and without using Vocabulary Journal Strategy on students' vocabulary mastery at State Junior High School 1 Pangkalan Kuras

c. The Alternative Hypothesis (H_{a1})

There is a significant difference between using Vocabulary Journal strategy and without using vocabulary journal strategy on students' vocabulary mastery at Junior High School 1 Pangkalan Kuras

d. The Alternative Hypothesis (H_{a2})

There is a significant effect of teaching English using and without using Vocabulary Journal Strategy on students' vocabulary mastery at State Junior High School 1 Pangkalan Kuras