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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. The Nature of Vocabulary

Vocabulary is an essential part of learning language. In English, the skill to comprehend vocabulary is needed. Vocabulary means all of the words that exist in a language. According to Nunan (2005:121) vocabulary is the collection of words that an individual knows, which means that it has an important role in all aspects of English.

In English learning, vocabulary is un-separated part from understanding the language. When the people use language, so the people use words all the time. If the people know how to write the words and how to says the words. Ur (1996:60) stated that vocabulary can be defined, roughly, as the words than can learn in the foreign language. Then, Richards and Renadya (2002:225) also stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, write and read.

Vocabulary is the basis for the development of the language. It is very simply put, without knowing the vocabulary of language, higher level language use (grammar, syntax, expository writing) is difficult. According to Hirai (2010:45) each academic discipline has its own register and its own vocabulary, so developing vocabulary of the students within the discipline. A vocabulary is same as the word.

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Vocabulary is the core component of language proficiency and provides much of the basic for how to learners speaks, listens, read, and write. According to Allen (2006:5) vocabulary is related to an affect comprehension. Vocabulary is referring to learn about the meaning of word. When teaching vocabulary special attention not only focus on single word but also polyword, such as collocation or word partnership, institutionalized utterance and idioms.

Based on explanation above, it can be concluded that vocabulary is the knowledge of words, and word meaning. It is about word that language is used to express meaning. Vocabulary plays an important role in teaching and learning process. It is the first step to be taught before teaching others aspects in English.

#### a. Kinds of Vocabulary

There are four kinds of vocabulary that should be learned and mastered by the students. According to Snow and Collengues (1998) in Tankersley (2003:66) there are four different vocabularies: the listening vocabulary, the speaking vocabulary, the reading vocabulary and the writing vocabulary. The listening vocabulary develops first, followed by the speaking vocabulary, the reading vocabulary and the writing vocabulary. The size of each vocabulary depends on the individual for instance; people who read extensively may have a particular large reading vocabulary

#### b. Testing Vocabulary

Testing is to measure ability, knowledge, comprehension and performance of the students in given domain that it should fulfill some criteria to be useful; the basic ones are validity and reality.

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Ur (1996: 60) stated the points that need to be taught in vocabulary, they are:

1) Spelling and pronunciation

In teaching, the teacher need to make sure that spelling and pronunciation are accurately presented and learned, because in learning vocabulary, the learners have to know about the spelling the words and how to produce it.

2) Grammar

It is not only important in teaching and learning vocabulary, but also in learning four skills of English. In teaching vocabulary, the grammar of new items we need to be taught.

a) Collocation

How a lexical item collocates can also cause difficulty.

b) Aspects of meaning: denotation, connotation, and appropriateness.

Denotation is the meaning of words that refers to the real words, a less component of the meaning of an item is its connotation.

c) Meaning relationship

It is about how the meaning of one word relate to meaning of others. It includes synonyms, antonyms, co-hyponyms, super ordinate and translation.

d) Word formation

It is about prefixes and suffixes. For example, understandable. It is also combining two words to make one item.

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From explanation above, it can be concluded that there are many aspects that students should have in measuring vocabulary in English. Students should be able to spell and pronounce the word, understand the meaning relationship and students should be able to derive vocabulary in English. So, teachers can assess student's vocabulary from those aspects.

## 2. Students' Vocabulary in Reading Comprehension

According to Herman and Wood (2008: 3) the components of an effective vocabulary in content areas involves explicit instruction. One structured lesson format using step incorporating vocabulary are:

### a. Preparation

In this step, teacher selects the word to teacher, which should be most critical to understanding the concept in the passage or learning session and should be limited in number.

### b. Explanation

After selected the vocabulary, the next step is introduce the words and terms to the students using clearly understandable definitions.

### c. Application

After discussing the word meaning, students can apply the words and term in meaningful activities. These activities are designed to move students' interaction with the word beyond the definitional level to higher level of cognitive processing. If teacher only ask students to provide definitions for terms, then they can memorize definition, pass the test, it is not really have an understanding of the

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concept. However, questions and prompts such as students must be able to apply what they know about the terms in order to successfully answer them

d. Reinforcement

In the last step, the teacher review newly learned words and terms to help students internalize the word meanings. In vocabulary learning, the role of teacher is very important. Teacher should have well-designed program to develop students' vocabulary comprehension. According to Nunan (2008:1), the teacher's job is as follow:

1) Planning

Nation (2007) mentioned that planning is very useful guide when consist of four balanced strands, such as:

- a) Meaningful-focused input
- b) Meaning-focused output
- c) Language-focused learning
- d) Fluency development

2) Strategy training

The teacher train students in the four strategies of guessing from context, learning to use word cards, using word parts, and dictionary uses.

3) Testing

Every teacher must be able to test the students and also interpret those tests to measure the students' vocabulary development.

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### 3. The Factors Influence Students' Vocabulary in Reading

According to Grabe (2009) the factors influence students' vocabularies are:

- a. Attitude
- b. Motivation
- c. An individual factors

Besides, learning environment gives impact for vocabulary of students'. Students who learn in EFL classroom tend to be less exposed with the need in practicing new words and applying strategies rather than ESL students (Richard, 2002).

Furthermore, Buehl (2009) stated that the factors influence students' vocabularies. They are:

- a. Language acquisition

Language development includes the understanding of word, structure, and nonverbal factors, such as body language and tone.

- b. Experiential learning

Young children acquire new vocabulary not only through passive exposure to word, but as a result of active engagement.

- c. Classroom strategy

Students need opportunities to develop their vocabulary by listening, speaking, reading, and writing. By providing students with the following classroom strategy, teachers can increase students' vocabulary.

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Based on the previous explanations above, the researcher concludes that the dominant factors influence students' vocabularies are: language acquisition, experiential learning, and classroom strategy.

#### 4. The Nature of Possible Sentences

According to Moore & Moore (in Bruner, 2011: 18) possible sentences is the student's activity that reinforces predicting and vocabulary development. This is a pre reading activity that gives students the opportunity to predict the content of upcoming reading base on targeted vocabulary words and activities student's prior knowledge about content area vocabulary and concepts. Additionally; it arouses curiosity concerning the passage to be read and best used when unfamiliar vocabulary is mixed with familiar terminology.

Besides, Pollaco (1991:36) mentioned that a possible sentence is a pre-reading strategy that activates students' prior knowledge about content area vocabulary and concept. The students will make predictions in unfamiliar words and examine the meaning and relation among them.

Furthermore, Stahl and Kapinus (1991:45) stated that possible sentences is the students' activities to guess how the word may be used in the text and crate meaningful sentences .Possible sentences help students to examine how an author uses academic vocabulary and, eventually, facilitate their close reading of content-area text. This easy to implement strategy involves pre teaching vocabulary terns before students read a content-area text passage and then allowing students the opportunity after they have read to revisit that vocabulary and solidify their learning. It requires some background knowledge of the content.

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Based on the previous explanations above, the researcher concludes that Possible Sentences is the strategy that uses in learning vocabulary that asks students to make predictions about certain vocabulary or unfamiliar words

Then, according to Moore (1986:31) the steps of possible sentences strategy are:

- a. The teacher displays the chosen vocabulary.
- b. The teacher asks students to define the words and pair related word together.
- c. The teacher asks students individual or pairs of students to write sentences sing their word pairs. Remind students that their sentences should be ones they expect to see in the text as they read.
- d. The teacher asks students to read the text and compare their possible sentences with the actual sentence in the text.
- e. If students' possible sentences are inaccurate, the teachers asks them to rewrite their sentences to be accurate.
- f. The teacher asks students to generate new sentences that share their sentences in the class.

According to Polacco (1991) the procedures of possible sentences strategy are:

- a. The teacher are chooses and displays the vocabulary words.
- b. The teacher asks students to define the words and pair related word together.

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- c. The teacher asks students using their word pairs until all word have been used.
- d. The teacher asks students to read the text.
- e. If students' possible sentences are inaccurate, the teacher asks tem to rewrite their sentences to be accurate.

While, according to Allen (2007:82) possible sentences has the following steps:

- a. Select words from the text that is critical to students' understanding of reading. Choose some words that will be new by students and some words are familiar to them. All words chosen should be significant in the text. in this way, students have some background knowledge so their predicted sentences are more focused.
- b. Read each of the targeted word aloud.
- c. Assign student groups and ask students to write sentences they believe they will read in the text. They should use two or more words in each sentence but they should not use many words that the sentence is hard to revise.
- d. Students keep track of their predicted sentences and each group contributes one or more of their sentences when the teacher calls for volunteers to share for whole-class charting.
- e. If all words in targeted words list are not used in sentences generated by groups, create class-generated sentences for the remaining words. All word in targeted list should be used.

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- f. Students use their sentences as support in while reading. They mark each of sentences as true, false or unknown based on the accuracy of their content compared to the text. If the sentences are inaccurate in terms of the text's contents, they revise their sentences using the targeted words so their sentences accurately reflect the content.

Besides, Stahl (1999:179) explained that the procedures of possible sentences strategy. They are:

- a. The teacher chooses six to eight words from the text. These words are usually key concepts in the text.
- b. Next, the teacher chooses four to six words that students are more likely know something about.
- c. The list ten to twelve words is put on the whiteboard. the teacher provides brief definitions as needed.
- d. Students are challenged to devise sentences that contain one or more words from the list.
- e. All sentences that students come up with, both accurate and inaccurate are listed and discussed.
- f. Students read the selection.
- g. After reading, revisit the possible sentences a discuss whether they could be true used based on passage or how they cloud be modified to true.



According to Brunner (2011:19) the benefits of the possible sentences are:

- a. Activities background prior knowledge to reading selection
- b. Facilitates a deeper understanding of vocabulary.
- c. Depending the words given to students, provides differentiation and teacher flexibility.
- d. Provides a specific purposes of reading
- e. Encourages collaboration of thoughts

### **5. Teaching by Using Possible Sentences Strategy in Vocabulary Comprehension**

As mentioned above, vocabulary knowledge is related to and affects comprehension. It is referring to learns about the meaning words. So, based on the explanation above, a readers need to use a strategy on order to ease them to construct the meaning from the text.

This strategy provides a simple toll to help students focus on the text and become more active comprehension reader. Dealing with Brunner (2011: 18) stated that possible sentences strategy will help students verify the accuracy of their prediction while using the text to refine their predictions. Based on the explanation above, the researcher concludes that possible sentences strategy is one of the strategies that can be applied for pre-reading activity. This strategy can help students are able to comprehend the text and the content of the text.

So, possible sentences strategy is one of the good strategies that should be considered by the teacher to be applied in the teaching learning process of English especially in vocabulary comprehension on reading.

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## B. The Relevant Research

The research can be accepted and continued because it is relevant with several writers that has conducted the previous researches. However, the researches have the same object but they have different problems.

According to Syafi'I (2007: 33) relevant research is required to observe some previous researches conducted by other researches in which they are relevant to our research. He also says that relevant research is intended to avoid plagiarism toward the design and findings of previous researchers.

There are relevant researches which have relevancy to this research. They are:

1. The IRIS Center entitled "Vocabulary Instruction: Possible Sentences For Science". Based on their research, they concluded that the vocabulary instructional activities like Possible Sentences is intended to help students activate background knowledge, think about words as related concepts, and actively process information.
2. Eri Kurniawati in 2012 entitled "The Effect Of Using Word Sort Strategy Toward Reading Comprehension Of The Second Year Student At State Senior High School 2 Siak Hulu Kampar Regency". The findings of the research indicated that by using word sort strategy in teaching reading has made students successful in reading comprehension. It means that there is a significant effect of using Word Sort Strategy toward reading comprehension of the Second Year Students at State Senior High School 2 Siak Hulu Kampar Regency. The research was quasi-experimental research.

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### C. The Operational Concept

According to Syaifi'I (2013: 103) operational concept are derived from related concept on the entire variable that should be practically and empirically operated in academic writing of research. The researcher would like to explain. Briefly about variables of this research. It is important to clarify the theories used in this research. This research is experimental research which focuses on the effect of using possible sentences strategy toward student's vocabulary comprehension in reading. Therefore, in analyzing the problem in this research, there are two variables used (variable X and variable Y). Variable X (possible sentences strategy) is independent. It is the group control and experiment that refers to the assumption of statistical analysis. Otherwise, variable Y (students' vocabulary comprehension) is dependent. Therefore, the operational concept can be seen in following indicators.

Variable X is using possible sentences. For indicator of variables are as follow:

1. The teacher selects important vocabulary from the text and displays them on the whiteboard.
2. The teacher tells students to use at least two words from the list and makes sentence or sentences. Then, the teacher asks students to consider how they believe the words that will be used in the text..
3. The teacher rewrite the sentences on the whiteboard, even if the information in the sentences is inaccurate.

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4. The teacher continues asking students to make new sentences until all words have been used.
5. The teacher asks students to read the text.
6. The teacher uses a text as references and then asks students to evaluate each previously written sentence for accuracy and make any necessary modification.
7. After sentences have been reviewed, teacher asks students to generate new sentences that reflect a deeper understanding of the content.

Variable Y is student's vocabulary in reading comprehension is as independent variable. For indicator of vocabulary are:

1. Students are able to establish the meaning of word in the text.
2. Students are able to choose the meaning relationship (synonym and antonym) in the text.
3. Students are able to understand about the grammar in English.
4. The students are able to spell the words in the text.

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## **D. The Assumption and Hypothesis**

### **1. The Assumption**

In this research, the researcher assumes that the better students using possible sentences strategy, the better students' vocabulary in reading comprehension of the eleventh grade students at SMAN 1 Bangkinang Kota will be.

### **2. The Hypothesis**

The hypothesis of this research is stated as followed:

#### **Ho: (Null Hypothesis)**

There is no significant effect of using possible sentence strategy toward students' vocabulary in reading comprehension of the eleventh grade student at SMAN 1 Bangkinang Kota.

#### **Ha: (Alternative Hypothesis)**

There is a significant effect of using possible sentence strategy toward students' vocabulary in reading comprehension of the eleventh grade students at SMAN 1 Bangkinang Kota.