CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Vocabulary

Traditionally, learners had to memorize large lists of vocabulary without using any special techniques to retain. Allen (1983:104) claims that sometimes after months or even years of English learning, there may be many words that have never been learned although teachers have devoted much time to vocabulary teaching. In addition, Pikulski and Templeton (2004: 1) note, "Perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words."

Vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use (Hatch and Brown, 1995: 1). According to Haycraft in Hatch and Brown (1995: 370), vocabulary is defined into two kinds: receptive and productive vocabulary. Receptive vocabulary is words that the students recognize and understand when they occur in a context, but which he cannot produce correctly. Productive vocabulary is word which the students understand, can pronounce correctly and use constructively in speaking and writing.

Hayes and Ahrens (1988) as cited inWright Group Lead 21 found that per 1,000 words, more rare words were used in children's books (30.9) and

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newspapers (68.3) than in adult television shows (22.7), expert witness testimony (28.4), or college graduates talking to their friends (17.3).

There are some levels of vocabulary (Pikulski & Templeton, 2004 : 5) which are similar to what Beck et al (2002) refer to as "tiers" of vocabulary:

Level I: These are words that are used over and over in everyday speech

Level II: These are words that are likely to be learned only through reading or through instruction

Level III: These are words associated with a particular field of study or profession

Level IV: These are words that are interesting but so rare and esoteric that they are probably not useful even in most educational environments, and they are not associated with a field of study or profession.

As many scholars (e.g., Ellis, 1993:48) in Nation have argued students can increase their vocabulary knowledge formally in the classroom and informally through communication with others and through class activities, so in order to foster their learning of new words, it has been suggested that students need to work on exercises that cause them to pay careful attention and make deeper processing of these new words.

Zimmerman (1997:1) in Browne argues that "the teaching and learning of vocabulary has been undervalued in the field of second language acquisition (SLA) throughout its varying stages and up to the present day". Paribakht and Wesche (1997: 52) in Nation point out that there still remains an enormous amount of research to be done in the area, as "it is still far from clear how

learners acquire vocabulary or how it can best be taught". Baker, zimmons, and Kameenui (1995:10) in Allen: "Vocabulary acquisition is crucial to academic development. Not only do students need a rich body of word knowledge to succeed in basic skill areas, they also need a specialized vocabulary to learn content area material"

Brown and Payne (1994:373) did an analysis that resulted in a very clear model where the strategies fall into five essential steps: (1) having sources for encountering new words, (2) getting clear images, either visual or auditory or both, for the forms of the new words, (3) learning the meaning of the new words, (4) making a strong memory connection between the forms and the meaning of the words, and (5) using the words. Gu and Johnson (1996:361) in Nation argue that many strategies are devised and utilized by L2 language teachers to develop the general and academic vocabulary of students. They recommended several generative vocabulary learning strategies: Vocabulary selection strategies, personal word lists, semantic mapping, imagery, and computer-assisted instruction.

One of the influential structural linguist of the day, went so far as to argue that vocabulary was te easiest aspect of a second language to learn and that it hardly required formal attention   in the classroom. There are three basic assumptions to be accepted as important for direct vocabulary instruction and for facilitating vocabulary achievement. These assumptions are; teaching collocations; knowing word details knowledge of the network associations

between that word and other words in the language; and knowing a word means knowing the semantic value of the word.

2. The Nature of Teaching Vocabulary

The question of the role of teaching in the vocabulary learning process is also not subject to a simple answer. Just what teaching is means different things to different people. Rather typically, vocabulary teaching is meant attempting to have students learn new words and new meanings through responding to types of exercise of a generally formal nature, with, too frequently, not enough attention having been given to the reason or need for the teaching.

Seal (1991:403) in Hatch and Brown devides vocabulary teaching into planned and unplanned activities. Unplanned vocabulary teaching happens when the students request a meaning for a vocabulary item during a lesson or when the teacher realizes that a word that has just come up needs to be clarrified. Seal suggests a method called the three C's, (1) the teacher *conveys* the meaning, (2) the teacher *checks* the meaning is understood, (3) the teacher *consolidates* the information by trying to get the students to relate the word to another context or personal experince.

(Petty et al,1967:17) noted that there are some methods of teaching vocabulary, the various procedures are classified under the two general heading of directs and context methods. The following sections briefly define the principles techniques appropiate to each classification:

1. Direct Methods

    a. Word list. This procedure is listed first because is the oldest of the direct methods.

    b. Word parts. This method often includes not only the study of Greek and Latin prefixes, roots, and suffixes, particularly at the junior high school level and above, but also the study of English base words and common affixes.

2. Context Methods

    a. Context Clues. This method is based on the belief that before students can gain meaning from unknown words met in context, the teacher must deliberately teach the clues that are available and how they maybe employed.

    b. Incidental Learning. This procedure, sometimes reffered to as the context method, consists largely of "wide" reading, and suggests that vocabulary will develop without specific teacher attention as the students read.

    According to Kruse in Nunan (1991:121),there are five sugestions for teaching vocabulary in context:

    a. Words elements such as prefix, siffixes,and roots. The ability to recognize component parts of words, words families and soon.

    b. Pictures, diagrams, and chart. These clues are obvious to the narrative speaker, must give often difficulty. He may also be unable to read

chart and graphs in English. This media can help students catch what the teacher means, can send a message, and then it makes students talented, interested, intelligent, and motivated by using chart.

c. Clues of definition. The students must be taught to notice many types of highly useful definition clues. Among these are:

1) Parentheses or footnotes that are most obvious defenition clues. The students can be taught to recognize the physical caharacteristic clues

2) Synonyms and antonyms usually occur along with the other clues: clauses, explanation in parentheses, and soon

d. Inference cluesfrom discourse, which are usually not word that can be confined to one sentence:

1) Examples clues, where the meaning for the words can be inffered from an example

2) Summary clues: from the sum of the information in a sentence or paragraph can be understood

3) Experience clues: the reader can get meaning from words by recalling a similar situation

e. General aids, which usually do not help the students with specific meaning, and narrows the possibilities.

3. Vocabulary Mastery

Vocabulary mastery refers to the great knowlegde of words of the gaining of great skills in vocabulary, Graves in Pamale (2004:365) suggests that there are six stages involved in learing words, they are:

a. Learning to read known words

b. Learning new meanings for known words

c. Learning new words that represents known concepts

d. Learning new words that represents new concept

e. Classifying and enriching the meaning of known words

f. Moving words from the receptive to the expensive vocabulary.

There are some techniques to master vocabulary (Grains and Redman, 1986) suggested as in the following types of vocabulary techniques:

a. Using dictionary is a technique of finding out meaning of familiar words and expression. We can use variety of dictionaries; bilingual, monolingual, thesaurus, one.

b. Visual technique. These pertains the visual memory, which is considered helpful with vocabulary retention. Visual techniques show them well to present concrete items of vocabulary.

c. Verbal explanation. This pertains to the use of illustrative situation, synonym, opposite, scales, definition, and categories.

4. Synonym and Antonym

In its narrowest sense, a synonym is a word or phrase that is perfectly substitutable in a context for another word or phrase. People who study

language professionally agree that there is no such thing as an ideal synonym, for it is virtually impossible to find two words or phrases that are identical in denotation (meaning), connotation, frequency, familiarity, and appropriateness.

Synonyms can be adjecives, nouns, verbs, adverbs, or prepositions, as long as the words are the same part of speech. "Pupil" and "student" are one example of a synonym pair. Another example of synonym:

Adjectives: beautiful, lovely, gorgeous, stunning, atriking

Nouns: house, home, dwelling, residence, abode, quarters

Verbs: jump, bound, leap, hop, skip

Prepositions: in, inside, within

Antonym is a word that means the opposite of another word. Antonym fall within the three categories: graded antonym, relational antomyn, and complemetary antonym.

a. Graded antonyms are word pairs that have variation between the two opposites. For exmaple, big and little are antonym but there are a lot of changes before you get to the opposite meaning. Like this: big, huge, bulky, full-size, slight, petite, little.

b. Relational antonyms are pairs that have a relationship. Each word wouldn't exist without the other. There can't be parents without a child or it's either all or nothing. Other examples include: open-close, wife-husband, front-back.

c. Complimentary antonyms are word pairs that have no degree of meaning. There are only two opposite posibilities, for example dead-alive, true-false, male-female.

5. The Nature of Four Corners Strategy

Teaching academic vocabulary is one of the focus activities. During teacher education faculty meetings, faculty worked in lesson study groups that centered in learning on planning effectve vocabulary instruction in order to assist students in building background knowledge and comprehensible input. Developing lesson plans for extensive vocabulary instruction included using visual aid to enhace instruction and using student's native language to link the known to the new discussd as effective activities.

Four Corners Strategy is an activity used to help develop and increase a student's vocabulary knowledge. According to Professor Jack C. Richard, the lead author of four corners strategy, four corners is also called "The Power of the Four C's":

a. Can-do: outcomes in terms of "can-do" statement

b. Clarity: clear goals, obeservable, and outcomes

c. Confidence: setting tasks that are attainable

d. Communication: built around the different strands of communication

Four Corners is a strategy to help learners learn new vocabulary words. In this strategy, students write their vocabulary word in one corner, use that word in a sentence, draw a picture of the word, and then define

what the word means to them. Thoughout this strategy students are making personal connections, because they are drawing their own picture, writing, their own sentence and the definition in their own words. By doing this, it gives more meaning to learning vocabulary word. According to Echevarria, Vogt and Short (2014), " These strategies provide more context and clues than typically word walls, because they include an illustration, defenition, and sentence for each vocabulary word". A limited number of studies has sought relationships between vocabulary knowledge and reading. According to Nagy et al (1987) in Allen, from 25 to 50 percent of annual vocabulary growth can be attributed to incidental learning from context while reading.

Four Corners strategy can be used as a basis or objectives or intended learning outcomes that a teacher would want to achieve at the end of a critical reading session, including the four language skills. Thus, at the end of a critical reading session, a teacher would want students to have exercised and practiced in these areas:

a. Building students' background knowledge

b. Draw on students' personal experience

c. Promote extended discourse through writing and discussion

d. Assist students in rereading the pivotal portions of the text

e. Use of four language skills: listening, writing, speaking, and reading

Vogt and Echevarria in D. Short (2015) retrived from online source Strategies for Students, Developing Academic Language: The Foundation

of School Success, came up with a technique used to enhance language skills through critical reading. The technique is called "Four Corners". The highlights of this technique are: Students have to attempt or complete three parts of the four parts in the treatment of a new vocabulary words. Teachers can give this task as a group activity whereby students have the responsibility of completing one part each:

a. The meaning of the new vocabulary word from contextual clues

b. The definition of the vocabulary word

c. The insertion of the vocabulary word in a sentence to show its meaning

d. An illustration using the vocabulary word in a drawing, diagram or paragraph

e. Explaining or showing the relevance and connection of the vocabulary word in the process.

Numbers 1 to 5 are all responses from students. Students respond using discussions with peers in the group on prior knowledge and contextual clues to complete each part of the task.

Four Corners strategy model:
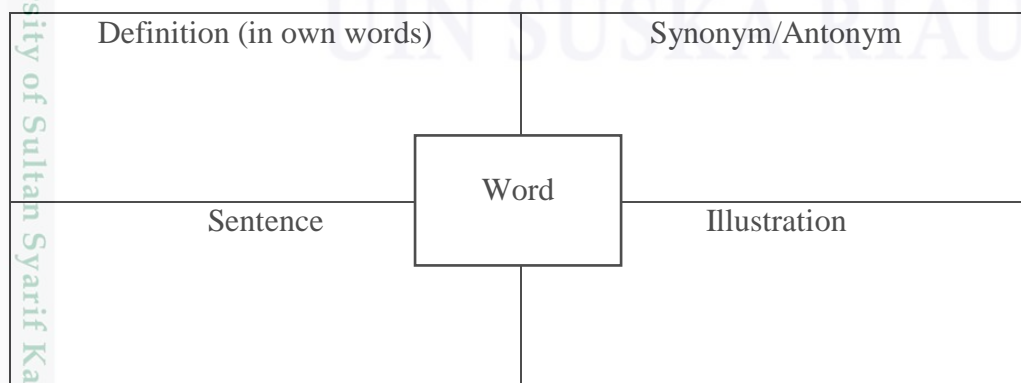
Definition (in own words)	Synonym/Antonym
	Word	
Sentence	Illustration

B. The Relevant Research

The relevant research is the researchers' review of the relevant research to observe some previous researches conducted by other researchers in which they are relevant to the writer's research. Besides, the writer has to analyze what the point that was focused o, informs the design, finding the conculsion of the previous research. It aims at avoiding plagarism toward the designing finding of previous researchers.

1. Lubna Almenoar, Ph.D (2014) conducted a research about Four Corners Vocabulary using Quranic Verses in English Almenoar. It was concluded that from Four Corners strategy, text of 12 Quranic Verses in English and the suitable activitise were carried out in the classroom, each played its own role in a teacher's successful critical reading session. They were integral part of the whole teaching session. The same set of intended learning outcomes or objectives was achieved at the end of the Quranic Critical Reading session.

2. Afni Yeswita (2014) conducted a research about the effect of using four corners strategy on students speaking ability of state senior high school SMAN 3 Pekanbaru. She used experimental research design. The reseacher concluded that teaching speaking by using Four Corners strategy was effective to be used for improving the students' speaking ability.

C. Operational Concept

The theories used in this research are used to avoid misunderstanding, there are some operational concepts used here, they are:

Variable X (four Corners Strategy):

Teacher applies the technique of the procedures below:

1. Teacher explains the lesson that will be studied by students

2. Teacher and the students discuss the importance of word maps and how they help us to further understand and connect important ideas.

3. Teacher will model the Four Corners strategy by completing the chart using a familiar vocabulary word. Write the word in the center box and then fill in the surrounding boxes which include- defining the term using your ownwords, providing a synonym or antonym, a sentence containing the word, and an illustration for the word.

4. Give students a list of the vocabulary words for the text they will be reading and have them choose 5 words to complete a Four Corners chart.

5. The students share completed charts with group/class

Variable Y (Students' Vocabulary):

1. The students' ability to know the meaning of the vocabulary

2. The students know how to differentiate between synonym and antonym of English vocabulary

3. The students are able to identify appropiate words to form sentence grammatically

4. The students are able to differentiate the word formation i.e. noun, verb, adverb, and adjective, in accordance with the correct English sentence structure

D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that students who are taught by Using Four Corners strategy will have better vocabulary mastery achievement. Furthermore, the better implementation of Four Corners strategy in vocabulary is the better students' vocabulary mastery will be.

2. Hypothesis

Ho : There is no significant effect of using Four Corners on students' vocabulary mastery at State Junior High Schol 1 Singingi, Regency of Kuantan Singingi.

Ha: There is a sigificant effect of using Four Corners on students' vocabulary mastery at State Junior High School 1 Singingi, Regency of Kuantan Singingi.