

## **Chapter Two**

### **Literature Review**

This chapter presents the theory related to the research as the framework of this research. This chapter explains about speaking, vocabulary, teaching and learning vocabulary, and the importance of vocabulary in speaking skill.

#### **Speaking Skill**

Speaking is so intertwined with daily interaction that it is difficult to define (Nazara, 2011). She defined the speaking from its feature, function, and condition. Nazara (2011) defined speaking from its feature as a social multi-sensory speech event, whose topic is unpredictable. Thonbury (2005) stated that speaking is multi-sensory activity, because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, and voice quality change. Khan, Radzuan, Shahbaz, and Mustafa (2018) explain that speaking involves the collaboration of many different processing mechanism, components, and exertion to arrange the words in motion to speak language fluently. Nazara (2011) defined speaking from its function as a way to verbally communicate for mostly interpersonal and somewhat transactional purposes. It is defined from the condition when it takes place, speaking usually happens when people meet each other face-to-face. Therefore speaking classes must be guided by the elements of conversation. Nazara (2011) also stated that the focus teaching speaking is to improve the oral production of the students. Therefore vocabulary are also needed to transfer message while speaking.

## **Vocabulary**

Vocabulary is one of an important part of learning English. Boonkongsean (2012) stated that vocabulary is an inseparable part of the four language skill. Vocabulary support all of the main skills in English particularly for EFL learner. EFL learner needs to know the meaning of words to use English either written or spoken form.

**Definition of vocabulary.** To know more about the role of vocabulary in English skill, we need to know the definition of the vocabulary. Cameron (2001) defined vocabulary from its importance, that vocabulary is one of the knowledge areas in language that has a big role for learners in acquiring a language. Lehr, Osborn, and Hiebert (2005) defined the vocabulary as the knowledge of words and the meaning of words in oral or written and in receptive or productive form. However, the meaning of words itself still need its definition to make the definition clearer, In addition, Al- Qahtani (2015) concluded definition of the vocabulary from some researchers that "vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning." This definition becomes one of the reasons why vocabulary is important. From these definitions above, it can be concluded that vocabulary can be defined as one important component of language contains words and meaning and it related with four skills of language (speaking, reading, writing and listening).

**The Importance of vocabulary.** Vocabulary is an important part of language that needs to be learned by EFL student and ESL students. Boonkongsean (2012) explained that the lack of vocabulary knowledge may affect all English main skill for EFL or ESL. The EFL or ESL cannot express what they want to speak or write in English. They also will get hard to understand the words they got in listening or reading. "A limited vocabulary in the second language impedes successful communication" (Al-Qahtani, 2015, p. 22). He emphasizes that second language users

really need a store of words to get meaning and concept, and to express the meaning. Schmitt (2008) add that learner need large to successfully use a second language.

Vocabulary is seen as one important component of English. Elyas and Alfaki (2014) addressed that to become proficient in a foreign language, a learner should know a thousand of words before they learn grammar because they believed that people usually use vocabulary and ignore grammar when they got a message. Schmitt (2008) stated that the more learner engages with a new word, the more likely they are to learn it. Therefore, the teacher should consider the technique of teaching vocabulary in their classroom.

**The Importance of vocabulary for speaking.** Many studies concern in the use of vocabulary for reading skill, but it cannot be denied that vocabulary has a role and relation with the speaking skill. Nation (2005) stated that vocabulary knowledge is also needed, by memorizing some of clauses and phrases makes us easy to use it. It helps us to speak fluently. He added the importance of vocabulary in speaking can be proved with the consideration of vocabulary choices in the speaking proficiency test. It means the more students knowledge of the vocabulary the more fluent they speak.

### **Learning vocabulary**

Every teaching and learning has the purpose to reach some goals. The goal of learning vocabulary is to look at what native speakers of the language know (Nation, 2013). To reach this goal the teacher and learner should have to make the steps that bring them to the goals. The steps can come from the activity that leads to the goal.

**Vocabulary enrichment program.** There are many programs applied to reach the goal of learning one of the programs applied in some schools is the vocabulary enrichment program.

Vocabulary Enrichment program is defined as a structured program that teach student new words and encourage the students to use these new words in speaking and writing (Styles, Stevens, Bradshaw, & Clarkson (2014). The Vocabulary enrichment program (VEP) applied in this Islamic Boarding School of Yogyakarta was stated since 2008. This program aims to help students gaining their problem in the bilingual program (daily conversation using English and Arabic outside their classroom). This program gives students two or three vocabularies six days a week. The vocabulary is given in three languages: English, Arabic, and Indonesian. The teacher stated that the program should give conversation, idiom, and the grammar of word. The program spends around 30 minutes before students start the class in the morning. Each of the grades has different vocabulary based on the difficulty of the vocabulary. The vocabulary given from handbook made by the real language teacher in this school. The handbook contain words in three languages: Indonesian, English and Arabic. This handbook is divided into five chapters based on the classes of the word that suit to the grade of the students. Chapter one is belong to seventh grade that gives basic word such a goods in a bathroom.

The oldest students, the member of student organization stands as the deliverer or the teacher of the program. The teacher deliver the new word and students following the teacher. This program used drilling in giving the word to the students. After drilling, some of the students have to make sentences from the given vocabulary orally on that day. After the program end, students have to submit the written sentences in their handbook. After a week students have to make a written story based on the vocabulary they got. In every Thursday students have free time. They will not get vocabulary, but the teacher will share idiom, songs and conversation.

In the last of the semester students will have evaluation. The evaluation contains of four skill of English, speaking, reading, listening and writing. The speaking evaluation is by giving

students a text and ask them to read, retell and answer the comprehensive question from the text. For the reading evaluation, students have to read a text or sentence that contain words that has similar sound. In the listening evaluation, students have to fill the blank of a song or conversation. For writing, students have to make story based on the given theme.

**Challenges in learning vocabulary.** Every teaching and learning, there always found a problem or the challenges faced by the learner. These are the problems brought by some researchers. The first problem according to Thornbury (2006) is pronunciation. This pronunciation problem is also found by Rohmatillah (2017). She explained that one of the difficulties that often faced by students is pronouncing the new word. The second problem is how to write or spelling. These two problems are such a complex problem whether when students can write the vocabulary, it is hard to pronounce it or when they know how to pronounce, they feel hard to write it. The next problem according to Rohmatillah (2017) is the way to use it in a grammatical pattern in the correct way. The grammatical form that she wants to explain is such as idiom in a context that found by students. However, Thornbury (2006) mentioned the meaning as the third problem, but it is still in the same meaning. It is because the meaning in the problem is related to the use of the word in a good context.

**Strategies in learning vocabulary.** There are many strategies in learning vocabulary mentioned by some researchers. There are three strategies most frequently mentioned: using dictionary, inferring or guessing meaning, and using vocabulary word card. Each of the strategies is can be used by student independently outside the classroom.

**Using dictionary.** Using dictionary is the most frequently used strategy. Amiryousefi and Dastjerdi (2010) explained that using dictionary is the most commonly reported with many researchers that it's used by learners in vocabulary learning. However, these strategies will make

students think there is a one-to-one correspondence between words in the second language and the first language because dictionary will give literally meaning of the word. Elyas and Alfaki (2014) stated that using a dictionary in learning vocabulary is related to the learners' level of English. They thought that using dictionary according to beginners may lead them to a complex and ambiguous process of learning, although this can be useful and make the learners can learn independently. Asgari and Mustapha (2011) focus on the use of a monolingual dictionary. They stated that the use of a monolingual dictionary is more successful than the use of a bilingual dictionary.

***Inferring or guessing meaning.*** The second most reported theory in the research is guessing or inferring meaning. Although Elyas and Alfaki (2014) stated that inferring and guessing is different, it still have similar meaning and have the same definition. They underlined the term inferring involves scheme for the unknown words general knowledge of the language and previous experience. He explains that inferring is the process that the participants will follow when they found a difficulty or new word, either as written or oral information in any situation instead of asking someone or opening a dictionary. Amiryousefi and Dastjerdi (2010) stated that the strategies of guessing or inferring shows that it has the same definition. Amiryousefi and Dastjerdi (2010) explained that this strategy involves learners systematically drawing on the available clues to work out the unknown words' meaning.

***Using vocabulary word card.*** This strategy is seen as one of good strategy. Amiryousefi and Dastjerdi (2010) mentioned using word card as one of the ways to learn vocabulary. Although they stated that the effectiveness of these strategies is still depended on the procedures used this strategy. The way in using the word card is varied and its effect on the effectiveness. Not all learners can use the word card strategy in the proper procedure. However, this strategy

was also proposed by Alqahtani (2015). He suggests this strategy to make easy the word to be memorized.

Except for the strategies above, there are some strategies often used by the students. Asgari and Mustapha (2011) mentioned some of the strategies are applying new English word in their daily speaking, use of media and social strategies. Nation (2001) mentioned that there are three conditions: noticing word, retrieving a word and using the word generatively. The other different strategies are found by Erten and Williams (2008), there are three strategies used in learning a new word. Firstly is modify the definition of the word to make it more understandable. Secondly is the repetition of the word. Thirdly is associated between the new word and the other word. They stated that the teacher do not expect that learners will use the same study to learn all the word.

### **Review of Previous Studies**

The issue of the vocabulary learning program and EFL strategies in learning is not a new issue. There is much research that used vocabulary as their study. The following researches are the research that took vocabulary learning program as their study. The research will review three studies related to this issue.

One of the research that took the same study is the research did by Huyen and Nga (2003). They carried out their research about learning vocabulary through games. They interviewed the teacher and the students to investigate the problem. This research was conducted in Vietnam. They found that learning vocabulary through games is one of the effective and interesting ways that can be applied in any classroom. They also concluded that games are not only used for fun but more importantly such as for learning vocabulary.

In another case, research did by Nikmah (2014) that investigate about teaching vocabulary using realia and using word card to tenth-grade students of MA Al-Faizin Bangsi Jepara. This research was conducted used experimental quantitative research as the research method. The research showed by the t-test that there is a significant difference between teaching vocabulary using realia and word card. She found that students that taught by using realia are had a bigger influence than students taught using word card. She adds that learning vocabulary by using realia was more interesting and easy to understand.

A study that take the same subject of the research did by Dewanti (2015), this research investigating the role of the bilingual program at an Islamic Boarding School at Yogyakarta. This previous research has a different program as its study because this research will focus on the vocabulary enrichment program. Dewanti used qualitative descriptive as the research method. She used observation, document analysis, and in-depth interview. She found some problems in the applied program. The problems are the lack of bilingual programs mentor, the lack of guidance for the coordinator of the English division at MBS Yogyakarta, the different education background of the students and the lack of infrastructure.

From these three researchers above that has the related study with this research in investigating about vocabulary learning and the program of language learning, the researcher can get the big picture of this research. The research conducted by Huyen and Nga (2003) studied the vocabulary learning program. However, we have different specific vocabulary learning program. They investigate the learning vocabulary process through game, which is the program was conducted inside the classroom. This study was similar to the study done by Nikmah (2014) that take the program inside the classroom as the study. In addition to these differences, Nikmah (2014) has a different purpose in conducting the research. She finds out about the influence of

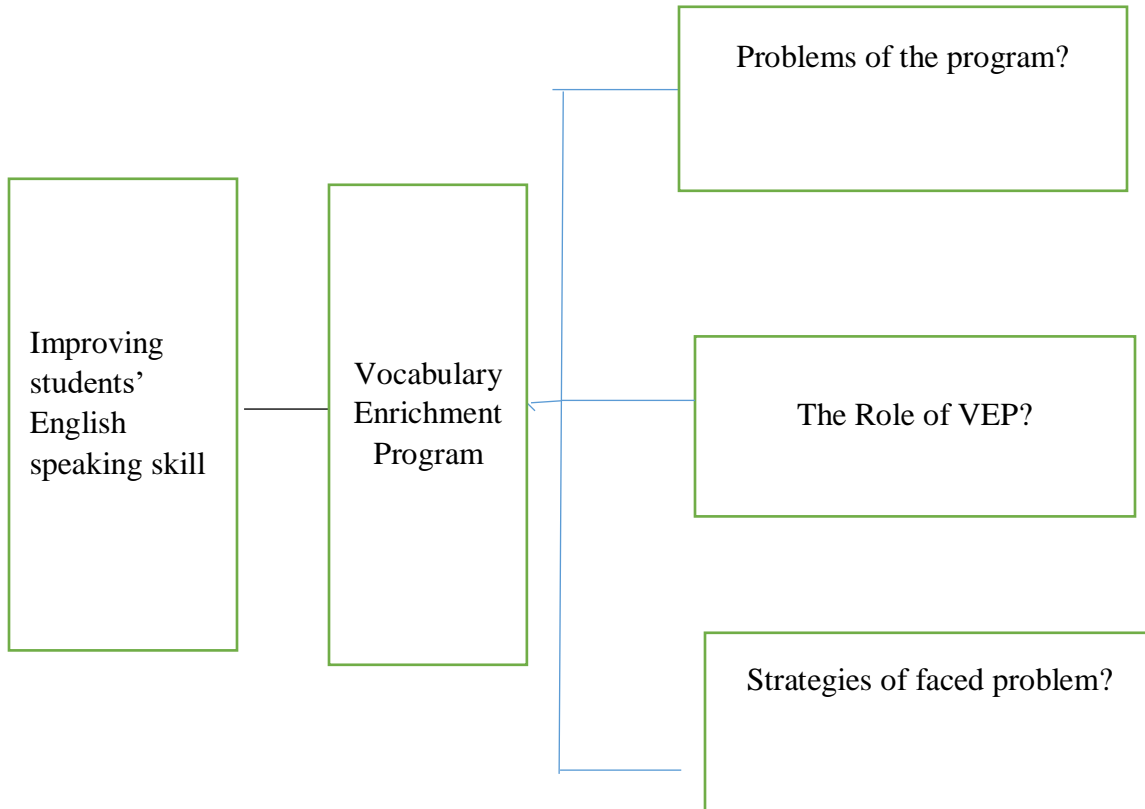


the program for the students, and not about the problems and strategies. The last research conducted by Dewanti (2015), took the same setting of the place, but in different language program. Dewanti (2015) concern in the bilingual program, and this program was taken the vocabulary enrichment program of the school.

### **Conceptual Framework**

Based on the literature review, vocabulary is one of the important component in English to help students good in four skills of English, especially for speaking skill. Speaking has to be understood by the communicant. To make communication to be understood, students have to have many words or vocabulary to explain.

Many methods and programs are applied in order to teach students about the new word. In every process of teaching and learning there always found a problem. How to solve these problems, students need strategies in vocabulary learning.



*Figure 2.1: Conceptual Framework*