

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents and discusses the review of related literature which includes the description about vocabulary and speaking.

#### **2.1 Vocabulary**

In obtaining a foreign language, vocabulary takes an important part in learning the target language. Richard (2001:4) claims vocabulary means one of the most important elements of language. It is an element that connects the four skills such as, speaking, listening, reading, and writing. Alqahtani (2015) stated vocabulary acquisition takes an important role in English fluency and completes the spoken language and the written text. Vocabulary is the words that we learn in obtaining the foreign language (Penny, p.60). In basic terms, vocabulary is the knowledge of total number of words which has meaning in both oral and print (Heibert and Kamil, 2005).

Susanti (2002:89) stated that vocabulary is the total number of words in a language. It is also a collection of words a person knows uses in speaking and writing. It means that vocabulary is a total number of words that we use in the language, every word we produce to be a sentence we called by vocabulary. And vocabulary is a collection of words that a person uses it for speaking or writing project.

According to Chalker and Weiner (1994), vocabulary is the whole set of words in a language. Heibert and Kamil (2005:3) stated knowledge of words

divided in two forms: receptive vocabulary and productive vocabulary. Receptive vocabulary contains words that we receive when we hear and read them meanwhile productive vocabulary contains words that we use to speak and write.

As Susanti (2008) and Chalker and Weiner (1994) stated above, vocabulary means a collections of words which is a person's stock of comprehended words of a language which he or she learns. It is also divided in two forms. Both of them are receptive vocabulary which learners obtain by reading and listening and productive vocabulary which learner use to speak and write.

In this context, receptive vocabulary is defined as the underlined English words or phrases that students recognized and understood. Productive vocabulary refers to the words that learners use when they express their ideas in speaking and writing. The learners can use well by providing them with their Indonesian equivalent.

Based on the statements above, the writer concludes vocabulary is the one of the language elements which is important in English fluency. It is also the knowledge of total number of words of a language that learners can comprehend while they are listening and reading. Vocabulary not only can make students comprehend the words which received while listening and reading but also can make students use the words that they already obtain to speak and write.

### **2.1.1 The Importance of Vocabulary**

Gower (1995, p.142) stated in his book,

Vocabulary is important to students – it is more important than grammar for communication purposes, particularly in the early stages when students are motivated to learn the basic words they need to get by in the language. Also, as the lexical system is ‘open’, there is always something new to learn when students have ‘done’ the grammar. So, more advanced students are motivated to add to their vocabulary stock, to understand nuances of meaning, to become more proficient in their own choice of words and expressions.

In line with the explanation above, vocabulary is more important than grammar in communicating with other people. Limited numbers of words will influence the process in delivering the idea, information, and opinion. More number of words that student add to their vocabulary stocks will make them become more proficient in choosing and expressing the words. It means that learners will be unable to use the language communicatively without vocabulary.

### **2.2 Vocabulary Mastery**

According to Lutz (1994), mastery means knowledge, control, comprehension, and understanding. It means a good quality of doing something well. Someone will be considered as a master of one thing if she or he has a good skill to apply the skill in an issue of a subject of study. Students who said to have the mastery of vocabulary means he or she has obtained the total number of words of a language well. Learners need to know the new words and start their learning by increasing their vocabulary. By doing exercise eventually such as adding new words to their vocabulary stock, translating the target language’s words into their own language, and reading texts which are ways to increase and develop the

learners' vocabulary mastery. In this case, learners can develop their skill in mastering the vocabulary by themselves.

### **2.3 Speaking**

According to Babcock (1994, in Widiarti 2004), speaking means giving expression of an idea, opinion or feeling in a conversation orally. In order to express and communicate, speaking is an important method. It is also one of the important parts in learning English. Moreover, speaking is an ability in asking and answering question and creating a statement in order to express idea, opinion or information.

According to Bygate as quoted by Nunan adopted by Antoni (2005:9), speaking is an oral interaction where the speakers express their ideas, feelings, and statements in term of saying something to whom and about what. People can share their ideas, feelings, and statements to the other people orally.

As Winddowson in Antoni (2005:9), communication through speaking is commonly performed in face to face and occurred as part as dialogue. The idea of speaking cannot be communicated unless what is being said is received and understood by another person. Moreover, speaking is a form of performance by the speaker and it is usually happened by two speakers or more.

Speaking has some components which are needed to be fulfilled. Those components are mostly recognized in analyzing speech process (Bygate, 1997). Those components are the aspects which influence people to speak up and comprehend English correctly. Syakur (2007) stated there are five components in

speaking. In several cases of this matter are vocabulary, pronunciation, grammar, fluency, and comprehension.

First component is vocabulary. Vocabulary is the basic component which is used for speaking to create and continue a conversation. Speaker will face the difficulties if they have limited vocabulary to be used in a conversation. Liu and Jackson (2008) support this statement. They claimed that a limitedness of vocabulary is the main subject in conversation. Speakers cannot deliver idea, information, and opinion without error if they have limited number of words in communicating. In this situation, speakers will comprehend the target language and gain new information easily by mastering vocabulary.

Second component is pronunciation. For people who want to be able speak English fluently and correctly, pronunciation is necessary needed. Harmer (2007) stated that pronunciation has strong connection with the ability in creating sounds and articulating the words which carry meaning in every single word. Speakers will make a misapprehension between hearers if they cannot pronounce the words which they want to say correctly. Furthermore, speakers need to be careful in pronouncing the words because every single sound of words have different meaning.

Third component is grammar. Grammar has certain rules of patterns of English structure. Moreover, Widiati and Cahyono (2006) stated that grammar plays a crucial role in order to perform linguistic features such as lexical, morphological, phonological, and syntactic aspect. Those features will be manipulated in the form of words and sentence by the speakers. If the speakers

make a sentence with grammatical errors, the hearers might have heterogeneous comprehension. As a result, grammar will help the speaker to use and comprehend the rules of English structure accurately.

Fourth component is fluency. Fluency means speak straightly without having hesitation. Fluency might show certain personal impression such as intelligent, courageous, confidently, and well educated because the speakers who speak fluently are able to speak and say something spontaneously. In this subject, according to Yingjie (2014), fluency is a standard of measurements to be communicative and successful English speaker in speaking. Furthermore fluency in speaking will help the speaker to avoid certain errors in speech.

The last component is comprehension. Comprehension is an ability to comprehend what the speakers said. Comprehension takes part in determining whether the speaker convey a message or information successfully or not. In order to prevent misperception, the speakers need to have a good speaking ability (Rahman and Devianty, 2012). This element is very helpful for the speakers to make them aware of other elements in speaking. The speakers will break the hearers' comprehension if they miss one of the elements in speaking.

In brief, speaking is the one of the language tools which can help people to ask and answer question and communicate each other. Due to the fact that speaking is one of the productive skills, it will create a word which is spoken as product orally. This spoken language is used by the people to talk, communicate, share, or discuss an idea, information, or the latest issues. Moreover, speaking has

certain components which are necessary needed to be fulfilled as Bygate (1997) and Syakur (2007) formerly stated.

## **2.4 Speaking Effectively**

According to Canale and Swain (1980, in Winda 2008), communicative competence includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Those competences reflect the use of linguistic system and the functional aspects of communication, respectively. Moreover, they are some abilities underlying a speaking proficiency.

### **2.4.1 Grammatical Competence**

Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. With regard to speaking, the terms of mechanics refer to basic sound or letter and syllable, pronunciation of words, intonation, and stress (Scarcella and Oxford 1992:141 in Shumin 1997). Thus grammatical competence enables speakers to use and understand English language structure accurately and unhesitatingly, which contributes to their fluency (Richards and Renandya, 2002:207). Moreover, grammatical competence will guide learners to apply and comprehend the structure which includes grammar, vocabulary, and mechanics of a language accurately without hesitating.

### **2.4.2 Discourse Competence**

According to Richards and Renandya (2002: 207), in addition to grammatical competence, learners need to develop discourse competence. In discourse, both of formal or informal, the rules of cohesion and coherence apply

are aids in holding the communication in a meaningful way. In communication, both the production and comprehension of language require one's ability to perceive and process stretches of discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences. Furthermore, a large repertoire of structures and discourse markers is needed by the effective speakers to express idea, present relationship of time, and recognize cause, contrast, and emphasis.

#### **2.4.3 Sociolinguistics Competence**

Comprehending the sociolinguistic side of language helps the learners know what comments are appropriate, how to ask question during interaction, and how to respond nonverbally according to the purpose of the conversation. According to Brown (1994: 238), adult second learners must acquire stylistic adaptability in order to be able to encode and decode the discourse around them correctly. So, sociolinguistics competence will help learners to recognize the appropriate terms and avoid something impolite during the conversation between speakers.

#### **2.4.4 Strategic Competence**

Strategic competence which is the way learners manipulate language in order to meet communicative elements. It also refers to the ability in knowing how to keep conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems (Shumin, 2002:208). Moreover, it will help the learners to start a conversation, keep the conversation, and end the conversation without having misunderstanding.