CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature which is based on relevant theories. There are ten major points discussed in this chapter, such as: vocabulary, vocabulary mastery, the teaching and learning of vocabulary in junior high school, vocabulary test, reading, reading comprehension, teaching and learning reading comprehension in junior high school, reading comprehension test, the relationship between vocabulary and reading, and the benefit of vocabulary mastery and reading comprehension. Each will be discussed below.

2.1 Teaching and Learning Vocabulary at Junior High School

2.1.1 Teaching Vocabulary at Junior High School

Vocabulary is one of the important things in language learning besides sound and grammar. Teachers and text book writers have interpreted the meaning of vocabulary in different point of view. The definitions have similarities and differences to each other. It is good to look at some definitions that have been described as vocabulary.

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because we are able to speak, write, and listen nicely. A person said to “know” a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary we have to know the meaning of it and also understand and use it in sentence context.
Table 2.1 Vocabulary Size

<table>
<thead>
<tr>
<th>Vocabulary Level</th>
<th>Vocabulary Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easystarts</td>
<td>200 words</td>
</tr>
<tr>
<td>Level one beginner</td>
<td>300 words</td>
</tr>
<tr>
<td>Level two elementary</td>
<td>600 words</td>
</tr>
<tr>
<td>Level three pre-intermediate</td>
<td>1,200 words</td>
</tr>
<tr>
<td>Level four intermediate</td>
<td>2,300 words</td>
</tr>
<tr>
<td>Level six advanced</td>
<td>3,000 words</td>
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</tbody>
</table>

(Thornbury, 2002: 58-59)

In teaching vocabulary at junior high school, a teacher must choose some techniques that are suitable with the topics and students need. Ur Penny (1991: 60-62) states that there are some aspects related to vocabulary which is needed to be taught:

1. Form. Pronunciation and spelling. The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). In teaching we need to make sure that both aspects are accurately presented and learned.

2. Grammar. The grammar of one item will need to be taught if this is not obviously covered by general grammatical rules. When teaching new verb, for example, we might note if it is transitive or intransitive. Similarly, when teaching a noun, we may wish to present its plural form, if irregular (mouse, mice), or draw learners attention to the fact that it has no plural at all (advice, information).

3. Collocation. Collocation is a group of words that usually go together. It sounds like “decisions” and “conclusions”. Collocation are also often noted in dictionaries, either by providing the whole collocation under one of the headwords, or by a note in parenthesis.
4. Aspects of meaning (1): denotation, connotation, appropriateness. The meaning of a word is primarily what it refers to in the real word, it denotation; this is often the short of definition that is given in dictionary. For examples, *dog* denotes kind of animal; more specially, a common, domestic carnivorous mammal; and both *dank* and *moist* mean slightly wet. Connotation is the associations, or positive or negative feelings it evokes, which may or may not be indicted in a dictionary definition. In British, the word *dog* has a positive connotation of friendship and loyalty; whereas the equivalent in Arabic has an associations of dirty and inferiority.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that certain word is very common, or relatively rare, or ‘taboo’ in polite conversation, or tends to be used in writing but not in speech. For example, you may know that *weep* is virtually synonymous in denotation with *cry*, but it is more formal, tends to be used in writing more than in speech, and is in general much less common.

5. Aspect of meaning (2): meaning relationships. How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones.

- **Synonyms**: items that mean the same, or nearly the same.
  
  For example, *bright*

- **Antonyms**: items that mean the opposite; *rich* is an antonym of *poor*.

- **Hyponym**: items that serve as specific example of general concept; *dog*, *lion*, *mouse* are hyponyms of *animal*.
- Co-hyponyms or co-ordinates; other items that are the ‘same kind of things’; red, blue, green and brown are co-ordinates.

- Superordinates: general concept that ‘cover’ specific items; animal is the superordinate of dog, lion, mouse.

- Translation: word or expressions in the learners’ mother tongue that are (more or less) equivalent in meaning to the item being taught.

6. Word Formation. Vocabulary items, whether one-word or multi-word, can often be broken down into their components. Another way vocabulary items are built is by combining two words (two nouns, or a gerund and a noun, or a noun and a verb) to make one item.

2.1.2 Learning Vocabulary at Junior High School

Learning is very fun activity. We can learn everywhere, with everyone. We can learn at school, home, and many places. We can also learn with teachers, friends, parents, even with a new people. That is why vocabulary is very important, it is very helping us to learn new things. Mastering vocabulary also useful when we need to communicate with native.

Further, Brooks (1960:182) states that learning vocabulary is divided into two main areas: active and passive. The active vocabulary is a set of words which are produced (speak or write) and the passive one is a set of words which are recognized or understood (Heaton, 1990:23).

The more the learners mastery their vocabulary, the more easy for them learning. It means that mastery vocabulary will help the learners to understand and use the language easily. For example in reading comprehension activity, when they read a textbook, they have to know a lot of vocabulary and used it.
2.2. Vocabulary Test

The term ability is used as the students competence in doing the test given by teacher. Heaton (1975:41) said that vocabulary test is determine the degree to which he wishes to concentrate on testing the students active or passive vocabulary.

Heaton (1975:42-54) divides test into multiple-choice items, sets (associated words), matching items, more objective items, and completion items. The multiple-choice items of two form, they are:

1. Multiple-choice items I (these types concern pictures, definition, lexical items and sentence).

   a. Type I
   The stem is replaced by a picture. The testee sees the picture and has to select the most appropriate word relating to the picture from four or five options.
   Example:
   a. Running
   b. Jumping
   c. Kicking
   d. Walking

   b. Type II
   The stem consist of definition: the testee has to select the correct option to which the definition refers.
   Example: a person who receives and pays out money in the bank.
   a. Doctor
   b. Accountant
c. Creditor

d. Cashier

c. **Type III**
The stem consists of a lexical item. The testee has to select the best synonym or definition.

Example: Advocate

a. Support
b. Advice
c. Contract
d. Damage
d. **Type IV**
The stems consists of sentences. It is the context that gives specific meaning or relevance to a word.

Example: It is rained *continuously* for two whole days.

a. Without stopping
b. Heavily
c. Regularly
d. At odd moments

2. Multiple-choice items II (these type concern with grammatical and semantic)

1. I saw a nasty ..... between two cars this morning

a. Happening
b. Danger
c. Damage
d. Accident
2. I don’t believe you. I think you’re ..... lies

a. Saying
b. Talking
c. Speaking
d. Telling

Ur (1991:71-73) listed many useful vocabulary testing techniques including multiple-choice tests, matching tests, odd one out, writing sentences, dictation, dictation-translation, gap-filling, translation tests and sentences completion.

This study uses objective test (multiple choices). In the multiple choice test, the students answer each question by choosing the most appropriate word from four option.

2.3. Reading

Reading is the process to get, to understand, to catch the content of the reading by the reader. Others say that reading is process to establish a representation of meaning, which involved more than identifying the word on the page but what must be achieved is understanding of whole sequences of sentence.

According to Hill (1979:4) reading is what the reader does to get the meaning he needs from textual sources. Reading is defined as a visual auditory task that involves obtaining meaning from symbols (letters and words). ‘Reading included two basic processes: a decoding and comprehension process’ (Mercer, 1989:334).

It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to
understand what we read. It means that reading is a process to undestan the text content an get information.

2.4 Reading Comprehension

Reading comprehension is defined as the level of understanding of a writing. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

During the last century, comprehension lessons usually compromisable. Student answering teacher questions, writing responses to questions on their own, or both. One strategy for reading comprehensions is the technique called SQ3R or Survey, Question, Read, Recite and Review. In order to get and understanding of the text, you should survey the chapters. This consist of quickly looking at the title, headings and any subheadings. While surveying, you ask question about the topics you have scanned, such as “what did my teacher say about this chapter?”

The next things is read the majority of the words. Just read quickly for the key words. After reading a portion of the book, recite what you have read out loud. By summarizing what you just read it helps to consolidate the content in your memory. The last technique is top review what you have and read again. By writing down key facts from the chapter and reviewing it, you will more understand the information.
2.5. Teaching and Learning Reading Comprehension at Junior High School

2.5.1. Teaching Reading Comprehension at Junior High School

Brown (2000) states that teaching is showing or helping someone to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Nuttall (1982, in Richard & Lockhard, 1996:120) states that there are three stages in teaching of reading in English as a second language. Those are:

a. **Pre-reading activities.** Activities which prepare the students for reading the text. Such activities could providing the reason for reading, introduction the text, breaking up the next, dealing with new language and asking sign post question.

b. **While-reading activities.** Activities which students complete as they read and which may be either individual, group, or whole-class.

c. **Post-reading activities.** Activities which are designed to provide a global understanding of the text in terms of evaluation and personal response. Such activities could eliciting a personal response from the students, linking the content with the students own experience, establishing relationship between this text and others, and evaluating characters, incidents, ideas and argument.

2.5.2. Learning Reading Comprehension at Junior High School

Learning is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something. We can learn everywhere. In classes or out of the classes. We also can learn with friends, teacher, classmates or with our parents.

Ozek and Civilek (2006) categorize reading strategies into three phrases of reading lesson. They are pre-reading, whilst reading and post reading.
1. **Pre-reading strategies**
   - Reading the title and imagining what the next might be about.
   - Looking at the illustrations/pictures and trying to guess how they are related to the text.
   - Skimming the text quickly to get the gist.
   - Reading the first line of every paragraph to understand what the text about.
   - Thinking about previous knowledge on the topic of the text.
   - Reading without looking up every unknown word in the dictionary.

2. **Whilst-reading strategies**
   - Using dictionary for the important words.
   - Guessing the meaning of a word from the context.
   - Guessing the meaning of a word from grammatical categories.
   - Remembering a new word by thinking of a situation in which they word might be used.
   - Skipping some of the unknown words.
   - Reading a sentence.
   - Considering the other sentences in paragraph to figure out the meaning of a sentence.
   - Reading without translating word-of-words.
   - Having the picture of the events in the text in mind.
   - Thinking during the reading.
   - Paying attention to words or phrases that show how the text is organized.
   - Taking notes on the important points of the text.
- Relating the text background knowledge about the topic to the topic to remember important information.

3. **Post-reading strategies**

- Classifying the words according to their meanings.
- Classifying the words according to their grammatical categories.
- Summarizing the main idea.
- Recreating the text to remedy comprehension failures.
- Recreating text to remember the important points.

### 2.6. Reading Comprehension Test

Heaton (1975 : 108-124) divided reading comprehension test into:

A. Matching test (word matching, sentence matching, and picture sentence matching).

B. True/false reading test is the one of the most widely used test of reading comprehension.

C. Multiple-choice items.

- **Type 1**, the emphasis is more on the correct understanding of the text content.
  
  Example:
  
  The housewife who could not afford to buy clothes would spend hours at the spinning wheel, spinning her wool into yarn- a job which took little skill but required a lot of *(ability, patience, talent, wisdom)* and was done by the fireside during the long winter evenings.

- **Type 2**, the testees are required to identify to correct paraphrase of a statement from a choice or four or five

  Example:
John is not as tall as Miss Green but he is taller than Bill

a. John is not as tall as Bill
b. Bill is taller than John and Miss Green
c. Miss Green is taller than John and Bill
d. Miss green is taller than John but not as tall as Bill

- **Type 3**, the testees are required to answer the only one of comprehension test item on each reading pasage

  Example :

  The president was talking to a young women in the crowd when Bill suddenly caught sight on a man standing several yards behind her. The man had something in his hand: it was a short stick.

  What made Bill notice the man in the crowd?

  a. He was carrying a stick
  b. He was veru close to Bill
  c. The president was talking to him
  d. He was standing in front of the women.

  D. Completion items, it was required by the testee to supply a word a short phrase.

  E. Cloze procedure, cloze test the words is deleted systematically by test writer. The testee should be required to fill in each blank in the text itself.

  F. Cursory reading, the skills involved in reading quickly, skimming, and scanning. The skimming is used to denote the method of glancing through a text in order to become familiar with the gist of the content. The student given a small number of questions concerning only the major points and general outline of the
text. Scanning refers to the skill used when reading in order to locate specific information. The question are given to the students before he begins to read the text, thus directing him to read the text for specific information.

2.7. The Relationship Between Vocabulary and Reading

Vocabulary plays an important part in learning to read. As beginning readers, children use the words they have heard to make sense of the words they see in print. Consider, for example, what happens when a beginning reader comes to the word *dig* in a book. As she begins to figure out the sounds represented by the letters *d*, *i*, *g*, the reader recognizes that the sounds make up a very familiar word that she has heard and said many times.

Vocabulary and reading cannot be separated, because both of them related to each other. Vocabulary is very important to reading comprehension. Readers cannot understand what the word mean. Having a large vocabulary gives positive contribution in reading. Student with larger vocabularies understand text better. As they read more, they learn additional words, which makes their vocabularies larger.

2.8. The Benefit of Vocabulary Ability and Reading Comprehension

It is a beneficial for English learner if they have mastery in vocabulary and reading comprehension. Using vocabulary mastery and reading comprehension, learners will be able to catch the message from text they read. They also can understand book written in English to find information and advantage because reading comprehension is basic of knowledge development.

In general way, many students lack vocabulary. Students will face some difficulties in reading comprehension especially in understanding the meaning as
whole. Students should practice their reading ability so they will have a good sense of English. Students can enlarge their vocabulary by reading. In summary, the lack of vocabulary can cause some problem in understanding a language.

In conclusion, this chapter has highlighted the review of related literatures required to conduct a research that are vocabulary mastery, teaching and learning vocabulary, vocabulary test, reading comprehension, teaching and learning reading comprehension, the relationship between vocabulary and reading, and the benefit of vocabulary mastery and reading comprehension.

Following this section, chapter III will review some related procedures used in this present study. Then, chapter III will gear out the part such as, research design, population and sample, research instrument, data collection, and data analysis.