CHAPTER II

REVIEW OF RELATED LITERATURE

In conducting a research, theories are needed to explain some concepts or terms applied in the research concerned. Some terms are used in this study and they need be theoretically explained.

2.1 Vocabulary

2.1.1 Definition of Vocabulary

Learning a language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component of language because it affects the four language skills, there are listening, speaking, reading, and writing. Related into the importance of vocabulary learning is central to language acquisition, whether the language is first, second, or foreign (Murcia, 2001). Generically, vocabulary is the knowledge of meanings of words (Hiebert & Kamil, 2005).

Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words. Vocabulary is all the words that a person knows or uses. Moreover, Coxhead (2006) stated that vocabulary is a central part of the language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.

The definition of vocabulary is clear enough that in most cases of human life, they use a set of words. The use of words itself is differentiated according to the field, person, class,
or profession. The writer has an opinion that vocabulary is one aspect of language which is important in learning the language because vocabulary carries meaning in communication.

2.1.2 The Types of Vocabulary

There are two types of vocabulary, they are active and passive vocabulary (Grunerberg & Skyes, 1991). While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of person’s vocabulary are active and passive vocabulary.

Active vocabulary (productive) is used in speech or writing and is made up of words that come up in a person’s mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read.

The group of passive vocabulary is usually larger than the one of active vocabulary (Hiebert & Kamil, 2005). Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching a foreign language is to expand both the students’ passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.

Different from Gunerberg & Skyes, Lestari (2013) divides vocabulary into four groups as follows:

a. The first is function words. These words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, depending on where they are placed.
b. The second is substitute words. Those words do not represent as individual things or specific actions, but function as substitutes for whole for classes of words. It is means that is a link among words.

c. The third types of vocabulary items are those that are distributed in use according to such grammatical matters as the absence or presence of a negative. For example, Rena speaks English well and Anton does too. *Too* means that Anton also can speak English well although the sentences do not show immediately that Anton can speak English well.

d. The large body of “content words” constitutes the fourth group of vocabulary items and chief materials are usually considered when the vocabulary items and chief materials are usually considered when the vocabulary of a language is discussed.

### 2.1.3 Vocabulary Mastery

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word ‘master’, which means to become skilled or proficient in the use of, to gain complete knowledge through understanding (Collins, 1979). Vocabulary mastery is competence to know words and meaning. Nation (1990) proposes the following list of the different kinds of knowledge that a person must master in order to know words; they are:

1. the meaning of the word
2. the written form of the word
3. the spoken form of the word
4. the grammatical behavior of the word
5. the collocations of the word
6. the register of the word
7. the associations of the word
Vocabulary mastery is the competence or complete knowledge of a list or a set of words that make up a language which might be used by particular person, class, profession.

Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels. In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills (Yuliana, 2013).

2.1.4 The Problem of Vocabulary

According Nation (1994) there are several strong reasons for which the vocabulary components of language course need to be carefully planned. Firstly because different vocabulary gives the greatly different return for learning, it is important to make sure that learner has a good control of high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching courses make vocabulary learning more difficult that it should be as a result of the way vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items in a lexical set together courses. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities.

Many problems faced when Indonesian students learn a target language such as English in vocabulary is they cannot understand the connection between the new vocabulary
they have learned and the function of the vocabulary word, then they cannot apply their new vocabulary in their mind for communication.

The term used to classify word based on their functional categories is called part of speech. The classification of the words of a language in this way is dependent on their function in communication. Noun can occur in certain places in sentence and serve the certain function. Verb, adjective, and adverb also occur in certain places in sentences and serve the special function. In English, the functional categories include pronouns and interjections (Eugene, 1993)

Noun is a member of a class of words that can function at the subject or object in a construction, refer to places, animals, things, states, or qualities (Webster’s College Dictionary, 2001). Verb is a member of a class of words that can function as the main elements of predicates, typically express action, state, or a relation between two things. Adjective is a word used to qualify a noun or pronoun. Adverb is a word which modifies a verb, adjective or another adverb (Ibid, p 1358).

2.2 Teaching Technique

Techniques are the specific activities manifested in the classroom that are consistent with a method and therefore are in harmony with an approach as well (Brown, 2000). In other words, Brown describes that techniques are activities used by teachers in the classroom in teaching learning process which based on method and also approach. Furthermore, Brown (2000) also states that procedures are the techniques and practice that are derived from one’s approach design. In other words, techniques are procedures used by the teacher as specifically manifested activities in the classroom in teaching learning process. Brown (2000) gives an example that techniques could include playing baroque music while reading a passage in the foreign language, getting students to sit in the yoga position while listening to
a list of word, or having learners adopt a new name in the classroom and role-play that new person.

2.2.1 Kinds of Teaching Techniques

There are many kinds of teaching techniques which are necessary to be known for the English teacher as the references to assist the teaching and learning activities in reaching the goal of learning.

1. **Jigsaw**

In the EFL classroom, Jigsaw is a cooperative learning technique that requires everyone’s cooperative effort to produce the final product. Just in a jigsaw puzzle, each piece—each student’s part—is essential for the production and full understanding of the final product. If each student’s part is essential, then each student is essential. That is precisely what makes this strategy so effective (Mengduo & Xiaoling, 2010).

2. **STAD (Student Teams-Achievement Division)**

In STAD, students are assigned to four member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and then the students work within their teams to make sure all team members have mastered the lesson. Then, all students take individual quizzes on the material, at which time they may not help one another (Slavin, 1995).

3. **Group Investigation**

According to Ackay & Doymus (2012), groups investigation happens when the class is divided into several groups that study in a different phase of a general issue. The study issue is then divided into the working section among the members of the groups. Students pair up the information, arrangement, analysis, planning and integrate the data with the student in other groups.
4. **Learning Together**

The most important properties of this technique are the existence of the group goal and sharing the opinion and the material, division, of labor and group reward. Students study together on subjects or worksheets in group two to six members. Group members decide together how to study and what to do in accordance with the subject and assignment (Ackay & Doymusm, 2012)

2.3 **Peer Teaching**

The school is a place when students study and achieve knowledge and study together with their classmates. School in Indonesia has a big number of students approximately 35 to 40 students in the class. The teacher is expected to teach in a way that enables learn the material in classroom cooperatively. According to Peters (2001), peer teaching is a type of collaborative learning strategy in which students support each other learning rather than relying solely on an adult teacher. Peer teaching is one collaborative approach where pairs of students interact to assist each other’s academic achievement by one student adopting the role of tutor and the other role of the tutee. Peer Teaching Learning (PTL) is one approach focussed on students where student interaction as the main target. Peer teaching involves students teaching in a small group setting, where the teaching role passes from student to student until each (in a small group teaching) has taught once (Cherif, 1993). The teaching is done under the supervision of the classroom instructor, who divides the class into small groups, giving each group a topic that is closely related to the other’s group topic. Peer teaching is a suite of practices in which peers instruct each other in a purpose-driven, meaningful interaction. Many programs feature older, more experienced peers, or those greater mastery in a subject area teaching younger, less-experienced peer or those who are yet to master the skills and content of the subject area. Other organize students within a course to
collaboratively notice areas or items that they do not know and then to learn and teach each other.

Peer teaching in small group settings is an excellent learning method because it is student centered, self-directed, and involves cooperative group investigation. It aims to help students achieve a breadth of knowledge and a depth of understanding beyond the core concept and skills of the studied topics, by teaching them self-learning responsibilities (Cherif, 1993). These self-learning responsibilities, which a natural part of peer teaching, include conducting individual research, understanding other students. By participating in this learning method, students will have the opportunity to acquire abilities and skills such as collection information, organizing data, thinking critically, making the decision, detecting problems and generating the solution to them, communicating effectively, and writing clearly (Ibid, Vol. 1 No. 2:5)

2.3.1 Types of Peer Teaching

The peer teaching method has five types conducted in the learning method activity. After a decade of peer teaching efforts in higher education, Goldschimd & Goldschimd (1976) published their first review, They identified the types of peer teaching:

1. *Discussion group* led by student teaching assistants are used to supplement large lectures. In some cases, students who previously have done well in the course are asked to help prepare and correct exams as well as to lead the group discussion.

2. As an element of the Personalized System of Instruction (PSI) developed by Kellar, students act as proctors who work on a one-to-one basis with students taking the course. The proctor’s role is to administer tests on the numerous course units worked through by the individual students and give constructive feedback on the test result.
Proctors also may let the course directors know how their students are doing and report any problems with course material.

3. Course directors organize students into *work groups* conducted by the students themselves. The purpose of students groups is to increase participation. In some cases, the group may work completely independently of the teacher, or may periodically report the teacher.

4. Students are organized into *learning cells* in which two or three students alternately ask and answer questions on commonly read material or critique each other’s written work.

5. *Student counseling* occurs outside the classroom when students seek assistance at a counseling center where trained students are available to provide one-to-one help. The student counselor may review study habits, recommend strategies for improving a grade, or provide feedback on course assignments work is turned into the teacher.