

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains theories related to the topic of this current study. It explains the definition of vocabulary, vocabulary teaching, the use of classroom observation in language teaching, and previous studies on the observation of teachers teaching vocabulary.

2.1 Vocabulary

There are some definitions of vocabulary postulated by some scholars. Susanto (2017) states that vocabulary is a vocabulary from day to day that continues to grow, where vocabulary is needed for all people who speak, along with the times. Vocabulary is a collection of letters containing single words, compound words, and expressions. Vocabulary is also: 1. All the words used or understood by a person or group of people, or especially used in science; 2. A list of words or phrases, which are usually arranged in alphabetical letters accompanied by restrictions; 3. All words in a language. These theories are nothing but explain that vocabulary is a set of letters that have different meanings, and meanings that can be linked.

Vocabulary means several words needed to convey an idea and utterance of meaning from a speaker. Alqahtani (2015) states that vocabulary is one component of language that supports someone in speaking, writing, and listening. Even by mastering grammar, one can only communicate in a foreign language without mastering the vocabulary. Therefore, a vast vocabulary will help us

understand many things in the natural and virtual worlds. Vocabulary can be learned through many media, and the right way to learn it is by practising using the vocabulary.

In his book, graves (2016) stated that building a helpful vocabulary is a core of foreign language learning at the primary level, where language teaching and learning are fundamental because vocabulary is an introductory lesson for young students before they start learning English further. There are two kinds of vocabulary: productive vocabulary, which means words or vocabulary that can be spoken and written, and receptive vocabulary, or vocabulary that people understand when they hear or read it.

The first vocabulary a child learns is basic Michael McCarthy (2015). *Basic vocabulary* is a word that has yet to experience a morphophonemic process, including the process of adding, repeating, and compounding words.

Examples of words that include basic vocabulary are as follows :

1. The term family, for example, mother, father, sister
2. Names of body parts, for example, head, hair, hands
3. Principal pronouns, for example, me, you, him
4. The number words, for example, one, two, three

According to Michael McCarthy (2015), several types of vocabulary based on their meanings are:

1. Basic meaning, which means the real meaning
2. Polemic means words that often have some different meanings

3. Synonyms that mean different words but have similar meanings in them
4. Isolation which means words that appear together
5. Connotations are words that not only have a meaning but also have an association

2.2 Teaching Vocabulary

In learning foreign languages, vocabulary is essential to improve student skills. Teaching vocabulary is an important aspect of language learning because a language will develop along with the development of vocabulary. When students have a lot of vocabulary, they will make more sentences to be expressed.

Alqathtani (2015) states vocabulary teaching is learning language because vocabulary is the basic material for mastering four language skills, namely, speaking, reading, writing, and listening. Some teachers have applied several media to make the teaching process of students related to vocabulary easier; one of them is game media. Game media has become one of the references in developing the learning process to be more enjoyable, and students become more interested in learning new things with that media.

According to several theories, there are several roles in vocabulary teaching (Nugrahani, 2017), namely: 1. New vocabulary items must be introduced in a known structure where the vocabulary to be taught will later be more easily understood to apply. 2. Vocabulary must always be considered in normal speech-language words in the sense that each vocabulary can be used as a sentence that is forced in every pronunciation. 3. Every time a word that is often used then meets

in a new context, it must be taught again and practise in the sense every new vocabulary each student is taught to make another sentence with the new word. 4. Vocabulary items must be taught in the same way as we teach other things. Teachers give their students an understanding of meaning in many ways. Vocabulary items must be introduced many times with all language focus and in all situations where they can be used logically. 5. Students must be encouraged to learn and use nouns, verbs, adjectives and adverbs that contain the same roots.

There are so many factors that influence vocabulary teaching and learning Alqahtani (2015). Some factors that influence teaching methods and teaching media. Many of the instructors throughout the school forget that learning methods and media are the important keys to teaching. By using this learning method, teachers will find it easier to teach every day. Qumillaila (2017) states media is needed in teaching vocabulary because this is considered to make it easier and make learning more fun, and can help improve the quality of learning that will be taught every day. Sunarti (2016) concludes that in this case, teachers are required to know the characteristics of their students and must be creative and able to master the material so that it is easily understood and make their students in the materials being taught.

2.3 The Use of Classroom Observation in Language Teaching

The Use of Classroom observation is a critical tool for evaluating teachers' performance and identifying areas for improvement. This method provides valuable insights into various aspects of the teaching and learning process, such as instructional practices, learners' behaviours, and the effectiveness of teaching

strategies. Through observation, administrators and other educational professionals can assess a teacher's ability to create a positive and engaging learning environment, facilitate meaningful interactions between students, and provide effective feedback to learners. Furthermore, classroom observation can also help identify areas where a teacher may need additional support or professional development, leading to continuous improvement in their teaching practice. As such, classroom observation is an essential component of teacher evaluation and development programs.

Observation is a versatile method of evaluating teaching practices that can take various forms, including formal and informal observations, self-observation, peer observation, and video observation (Hargreaves, 2007). Each method offers a unique perspective on the teaching and learning process, providing valuable feedback to educators on their instructional practices, student engagement, and overall effectiveness in the classroom. Classroom observation, in particular, can be a powerful tool for improving teaching skills and enhancing student learning. By receiving feedback from an observer, teachers can identify areas for growth and implement strategies to address any weaknesses in their teaching practices. This continuous improvement process can lead to a more effective learning experience for students, as well as greater job satisfaction for educators. Overall, observation is an essential component of professional development for teachers and a crucial aspect of ensuring high-quality education.

2.4 Previous Studies on the Observation of Teachers Teaching Vocabulary

Various studies have investigated the impact of classroom observation on teachers' implementation of vocabulary learning strategies and their students' learning outcomes. In one such study, Intharaksa and Otero (2016) used classroom observation to evaluate the effectiveness of using concept mapping as a vocabulary learning strategy. The researchers observed the implementation of the strategy by the teachers and assessed its impact on students' vocabulary learning. By observing the classroom, the researchers were able to gather valuable information on how the teachers were using the strategy and provide feedback to improve its implementation. The study found that the use of concept mapping was an effective strategy for enhancing students' vocabulary learning, and the classroom observation helped to identify areas for improvement in its implementation. Overall, classroom observation can be a valuable tool for evaluating the effectiveness of teaching strategies and improving their implementation for better student learning outcomes.

The use of classroom observation as a research tool has also been utilized to explore the effectiveness of vocabulary teaching in English language classrooms. Richards and Farrell (2005) conducted a study using classroom observation to investigate the types of vocabulary activities used by English language teachers in Japan. The study found that teachers tended to use a limited range of vocabulary activities and highlighted the need for more variety in vocabulary teaching. Through classroom observation, the researchers were able to identify the specific types of activities used by the teachers, such as reading

comprehension and translation exercises. This information was then used to inform recommendations for more diverse and effective vocabulary teaching practices. Overall, classroom observation can provide researchers with valuable insights into teaching practices, helping to identify areas for improvement and inform best practices for effective vocabulary teaching.

Classroom observation has also been utilized to evaluate the effectiveness of multimedia technology in vocabulary teaching; Kim and Elder (2012) conducted a study using classroom observation to investigate the use of multimedia technology to teach vocabulary. The researchers observed the implementation of the technology by the teachers and assessed its impact on students' vocabulary learning. The study found that the use of multimedia technology was an effective method for teaching vocabulary and that the classroom observation provided valuable insights into its implementation. Through observation, the researchers were able to identify the specific types of multimedia technology used, such as videos and interactive games, and evaluate their impact on student learning. Overall, classroom observation can provide researchers with important information on the effectiveness of different teaching methods, including the use of multimedia technology, and inform best practices for enhancing vocabulary learning.

In conclusion, this chapter has provided a review of the relevant literature related to the observation of teachers teaching vocabulary. The review highlighted the importance of vocabulary in language learning, the role of teachers in teaching vocabulary, the use of classroom observation in language teaching, and previous

studies on the observation of teachers teaching vocabulary. The following chapter will describe the methodology used in this study to observe teachers teaching vocabulary.

