

## **CHAPTER II**

# **Improving Student's Vocabulary Mastery through Descriptive Text**

### **2.1 Definition of Vocabulary**

Vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing. Without a shred of doubt, the writer said that the acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred for a better life. Indisputably the chances for progress or success in any kind of fields, like computers, technology, economy, politics, tourism, and educational increase with the size and applications of vocabulary.

Vocabulary plays important roles in mastering English. Rivers in Nunan (1992: 17) stated that vocabulary is essential for successful study on the second language. Wilkins in Thornbury (2002: 13) summed up that without vocabulary nothing can be conveyed. Vocabulary refers to all words in the whole language used in a particular variety. According to Kridalaksana, vocabulary is a component of a language that maintains all of information about meaning and using word in a language.

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

Learning vocabulary is very important since is a vital and an important thing in communication. Brown (1944) said:

“...words are basic building blocks of language, in fact, survival level of communication can take place during quite intelligibly when people simply string words together-without any grammatical rules applying at all. So if we’re interested in being communicative words are the first order of business.”

From the statement above we can conclude that knowing a language may mean knowing its vocabulary. As stated Krashen, (1998:155): “A vocabulary is a basic need in communication. Knowing a language may mean knowing its vocabulary.”

In language learning, vocabulary is an essential component because it links the four skills of speaking, listening, reading, and writing altogether. Wallace (1984:9) stated that, “Learning a foreign language is basically a matter of learning the vocabulary of that language. However, to say that one speaks English often refers to how good he carries on a conversation. To be able to participate in the conversation one should, at least, understand the key words (vocabularies) used in it.”

Vocabulary leads to a fluent speaking skill. In line with that, Cameron (2001) added that, “Foundation to learn foreign language is by building up a useful vocabulary.” Therefore, it can be concluded that if someone wants to be able to speak fluently, she/he needs to be familiar

with the word used in a language and that is connected to his/her life. In line with this, Cameron (2001) said that, “Difficulties in learning vocabulary may result from that vocabulary is not sufficiently connected to students’ real lives.” (Cameron, 2001:74) also added “Vocabulary development is a continuous process, not just adding new words but also building up knowledge about words already known partially.”

Moreover, building vocabulary knowledge can support learners’ language learning process as a basic foundation in mastering the four language skills. Encouraging memorization technique may usually make the students bored, that is why teachers need to find the appropriate activity in order to motivate the students to join but before that she/he may also understand the principles that lie behind teaching vocabulary, especially for young learners.

## **2.2 Principles in Teaching Vocabulary to Young Learners**

Students who are in Junior high school included in young learners. Young learners learn differently from adults, especially in learning vocabulary. Referring to the characteristic of young learners in learning vocabulary, such as: they respond to meaning even if they do not understand individual words; they often learn indirectly rather than directly; they learn everything around them rather than only focusing on the precise topic they are taught; they have curiosity and enthusiasm

about the world around them; their understanding comes not only from explanation but also from what they see, hear, and interact everyday (Brown, 2001), “There are some basic principles that teacher should remember in teaching vocabulary to young learners.”

First, teacher should make the students think, pause and wonder while learning vocabulary. Children are curious about learning new words; they can easily acquire the new word without knowing the meaning of that word. In line with this, Pinter (2006) gave a statement on how children enjoy vocabulary learning. She mentioned that, “Children can understand the concept of word well before the concept of grammar. They will finally understand the meaning without directly being taught. This is particularly important when teachers introduce new language targets, the teachers should make the students think, pause, and wonder.”

Pinter (2006) stated that:

“Teacher may encourage them to think, because the more deeply they think while they are learning, the more they will commit to memory and later be able to recall what they have learned.” So it may not work if teachers only ‘spoon feed’ the children by introducing a new word then directly explain its meaning because children will only retain the words in a short term memory.

Second, teacher may introduce concrete vocabulary.

Since young learners are not ready to learn abstract words beyond their imagination, it is important for the teachers to introduce things/vocabularies which are related to their lives and environment. Things that they can see, play, interact with, and touch.

Third, teacher may be better to introduce the words and then revisit them in the following day or week. Cameron (2001:74) said that, “Learning words is a cyclical process of meeting words and initial learning, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language.”

Since children have limited attention span, teacher should introduce only limited vocabularies in one meeting, then revisit it in the following day to help them remember the words that have been learnt. Nation (1999, cf. Cameron, 2001) gave an idea that, “A new word should be met at least five or six times in a textbook unit before it has any chance of being learnt.” So it may be concluded that recycling in learning vocabulary is important to help children recall the words that have been learnt.

Four, in teaching vocabulary to young learners, teacher should encourage the learners to know not only about its word but also other words related to that word. Cameron (2001:78) stated that, “Knowing about a word may involve knowing about its meaning, its use, and its

form. Knowing about a word may involves knowing about how its sounds, how it is spelt, the grammatical changes that can be made to it (its form), its conceptual content and how it relates to other word (its meaning), its patterns of occurrence with other word (its use). So it is better for teacher to introduce other words that have any connection with the words that have any connection with the words being taught.”

Last, one thing that should be remembered, young learners are not ready to analyze the component parts of language system, such as vocabulary and grammar. Therefore, it is better for the teacher to teach them in combination. Pintar (2006) said that,“Vocabulary and grammar are stored together in the mental lexicon in typical combination rather than in isolation.” From the explanation above, it maybe concluded that when teacher teaches a new vocabulary, it may not work if it is taught in isolation without some grammatical informations about that words. She has added that holistic approaches such as stories or short texts are excellent way to teach vocabulary and grammar together

### **2.2.2 The Procedures of Teaching and Learning**

All teachers, like all people, have their own physical characteristics and habits, and they will take these into the classroom with them. Teachers should consider how close they want to be to the students they are teaching with. Some students need to be closed in accordance

with their spirit to learn English. Teacher should be conscious of their proximity and, in assessing their students' reactions to what is happening in the classroom, they should take this into account. As stated by Prabhu (1990:6) as followed: "A professional discourse community may also challenge teachers' conceptions of how teaching leads to learning. Interacting with others' conception of practice helps keep teachers' teaching alive-help prevent it from becoming stale and overly routinized."

Deciding how close the teacher should with the students is a matter of appropriacy. So is the general way in which teachers sit or stand in classroom. Many teachers create an extremely friendly atmosphere by crouching down when they work with students in pairs. In this way they are at the same level as their seated students. However, some students find this informality worrying. Some teachers are even happy to sit on the floor, and in certain situations this may be in appropriate. But in others it may well lead to a situation where students are put off from concentrating. It is based on Freeman (1992 : 6), as followed: "A knowledge of methods is part of the knowledge base of teaching. With it, teachers join a community of practice."

Some teachers tend to spend most of their class time in one place, for example at the front of class, or to the side, or in the middle. Others spend

a great deal of time walking from side to side, or striding up, and down the aisles between the chairs. it is worth remembering that motionless teachers can be bore students, whilst teacher who are constantly in motion can turn their students into tennis – match spectators, their heads moving from side to side until they become exhausted. As stated by Prabhu (1992:11), as followed: “You will arrive at your own personal conceptualizations of how thought lead to actions in your teaching and how, in turn, your teaching leads to learning in your students.”

Most successful teachers move around in the classroom to some extent. That way they can retain their students’ interest or work more closely with smaller group. How much a teacher moves around in the classroom, then, depend on his or her personal style, where he or she feels most comfortable for the management of the class, how she or he feels it easiest to manage the classroom effectively, and whether or not he or she wants to work with smaller groups.

In order to manage a class successfully, the teacher has to be aware of what students are doing and where possible, how they are feeling. This means watching and listening just as carefully as teaching. It means being able to move around the class, getting the level of proximity right. The



teachers's physical approach and personality in the class is one aspect of class management to consider.

There are two kinds of learning theories that can be basic in learning implementation English which is oriented in communication skill. The first is cognitif learning theory who is pioneer by Ausabel. As stated by Brown (1987) as followed: "Learning happens toward a process of relation as new knowledge meaning with has existed."

More and more communicative activities, more effectives learning process. This learning communicative means in using English that authentic or English which is used with communication purpose. The second is learning theory which is basic humanity psychology that is pioneer by Carl Roger. It is based on Brown 1987 as followed: "Learning will be success if students are being in condition with safe psychology, and free of worry and fear."

In that condition the students will be function maximum. The implication in this theory is comprehension will happend through learning than teaching. The function of teacher is facilitate this learning process, and the good relation between the teacher with the students is really important.

Communicative learning is learning activity which is looked like the real communication. According to Widowson in Canale and Swan 1983 as followed:

“Communication have a number of characteristics, and some of them which can apply to the learning activity in the class room such, 1) communication is social interaction, 2) communication has goal or reason, 3) communication involves the use of authentic language, and 4) communication have result and the success of communication is valued based on has the result success.”

English teacher should be able to arouse the students motivations, and stimulate a growth self confident, and the braveness to take risk. The growing of students' motivation can be done with so many learning techniques. In the theoretically, communicative activity can be able to arouse the students' motivation because the communicative activity give the real reason to the students why did they do certain learning activity. Jeremy Harmer 1991 stated:

“Four motivate resoures students in learning English, and two of them are teacher and teaching methodology, except society and people who is close with student such parents and family. A student who feels bored and could not learn English well and get new enthusiasm after getting her/his new teacher who can make sure him/her that English is not a subject that must be afraid.”

Learning activity that have a means and has fun for students that used by the teacher can be able to arouse students motivation for learning because they see their real effort to learn English. The teacher should be focus and resuscitate the students that they want to be success, they can't only hang up with all they got in the classroom. They should be active to find the comfort ways to solve their problems in English. Teacher need to discuss the success learning strategy as students' reference in finding their ways. In certain time, the teacher can ask some of students who reputed as good learner to share success story about efforts and strategies which have applied for increasing their English skill.

The using of media in learning English is to help to explain concept, meaning word, sentences structure, even reading meaning. Beside it, media also motivate students to comprehend a subject of topic, and stimulate enthusiastic for their studying. The media that the writer means is using descriptive text.

### **2.2.3 The Roles of Teachers and Students in Teaching Learning Process.**

The teacher has some roles when she/he are teaching in the class room.

The teacher's role are:

- Giving the students good media in teaching learning vocabulary in the class room.
- Watching out in every moves of the students when the process are doing.
- Giving a clear explanation when she/he wants to use the descriptive text in the class room.
- Reviewing the matery which have learnt to the students.

The students also have some roles in the class room. They are:

- Doing the task in good atmosphere.
- Doing the task by self or group with good team work.
- Taking serious on the matery but still have fun.
- Listening for all the teacher explanations carefully.

### **3.3 Definition of Descriptive Text**

Descriptive text also help the teacher to create contexts in which the language is useful and meaningful. The learners *who* to take part and in order to do so must understand what the topic meaning, and they must speak or write in order to describe their own point of view or give information about the topic based on given instruction is descriptive text.

According to Kane (2000: 352), Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing, based on our experience and senses.

In brief, descriptive text is a stimulus to improve students vocabulary mastery, and make the more active in writing. The student will enjoy learning English when this method implemented.

Descriptive is kind of text which describes a particular person, place, things. In descriptive text, the researcher usually uses the simple present tense.

The purpose of descriptive text is to describe something, someone or a place.

#### 1. Generic structure

The structure of a text is called generic structure. One way in understanding descriptive text is by identifying the generic structure of that text. The simple generic structure that is taught in Junior High School is divided into the following two elements, namely identification and description.

##### a. Identification

This part identifies phenomenon to

be described. Identification usually answers the following questions:

- 1) What is the topic of the text?
- 2) What is the text about?

b. Description

This part describes parts, qualities and characteristics. For examples; describes about My Cat. The characteristics My Cat can different with the other Cat.

2. Language Focus

a. Nouns

Noun is word that is the name of a thing, quality, person, etc and can be the subject or object of a verb.

For examples: teacher, house, my cat

b. Simple present tense

Grammar is one of language competences which have an important role in communication. Studying grammar is studying something which tells people how to speak and write correctly. Average person thing that grammar less important to speak English, but the researcher thing that grammar important to speak English, because grammar can make their sentences easier understandable by other people.

Advisable, the teacher give grammar to students if they have braveness and familiar with speak English, because it will help them to get motivation. They will thing that speak English is easy to them. Simple grammar very suitable to students that they have not

braveness and familiar with speak English. The verbs usually used in a description are have´ (have, has) and to be´ (am, is, are). The tense is the simple present.

#### Definition of Simple Present Tense

The present tense indicates that an action is present, now, relative to the speaker or writer.

Generally, it is used to describe actions that are factual or habitual things that occur in the present but that are not necessarily happening right now.

### **3.3.2 The Advantage of Using Descriptive Text**

Another reason is because descriptive text have many advantages and make the teaching and learning process runs effectively, especially in vocabulary learning. Some experts have figured out characteristics of games that make vocabulary learning more effective. Not only improving student vocabulary but reading and speaking skill of the student will improved, because the student must read the text first and write something important from the text.