

## **CHAPTER II**

### **Literature Review**

In this study, the writer uses some theories and studies that are related to the analysis of the study such as the theory of vocabulary and description about narrative text.

#### **2.1 Teaching for Foreign Language**

English is generally considered as the international language, which has been the most widespread and preferably used in the world. Second language and foreign language are quite similar when the teacher applied it in their school. According to Ellis cited in Avrina (2008), English as an international language plays an institutional and social role in community i.e it is used as a recognized means of communication among members who speak some other language as their mother tongue. Then Yonathan (2012) also stated that foreign language is used in the circumstance where the language plays a minor role in the community and is primarily learnt in the classroom.

Cameron (2001) argued that there are three obstacles to teaching reading in foreign language. The first obstacle is the nature of the language's writing system. This obstacle is explained about the same writing system between English and Indonesian. However for Indonesian readers it is difficult to learn reading and writing in English and quite easier for English readers to learn reading and writing in Indonesian.

The second obstacle is the learner's previous experience in the first language literacy. The way the learner has been taught to read the first language will create a model on how foreign language reading will be taught. Then the last obstacle is the learner knowledge of the foreign language. Being able to speak in the foreign is an important factor to learn reading in the language. As the learners are able to speak in foreign language, they have ability to hear individual sound that make up words. It will develop the learner's phonemic awareness in the foreign language.

## **2.2 Vocabulary**

One of important basics to learn English is vocabulary. Several definitions of vocabulary are listed below. Based on Oxford Advance Learners' Dictionary, vocabulary is a list of words with their meanings, especially in a book for learning a foreign language. Then Hornby (1995) said that vocabulary is the total number of words in a language which with their meaning in a textbook. Thus vocabulary has a great skill of knowledge to set a word.

According to Diamond & Gutlohn (2006), "Vocabulary is the knowledge of words and word meanings." Then Laura (2012) said that vocabulary is an essential component in understanding text because the students need to know many words and understand the meaning in the context of a sentence. Therefore, Students need vocabulary to comprehend what they are reading through a list of word by word.

Students need to be taught the strategies of learning English vocabulary to understand the words of the text too systematically. It is supported by Nation (2001) that vocabulary has systematically formed of a word involves its speaking, writing, and reading. Therefore, in L2 learning, vocabulary is one component of language that must be mastered by the student in learning a new language. Because it can help students understand the meaning of each word.

According to Ur (1991), vocabulary can be defined, roughly, as the words we teach in the foreign language. Grave (2007) argues that Vocabulary strategies are closely tied to reading comprehension. Because learning English vocabulary is one of the most crucial tasks for English learners and students need motivation and opportunity to read in order to help students in increasing their vocabulary.

Vocabulary as a basic of communication supports the learning process of language skill such as listening, speaking, reading and writing. Allen and Lavellete (1997) also stated that vocabulary is one of important factor in language teaching. Wallace (1982) also argues that vocabulary is one of important things of the four language skills such as spoken, listening, written, and reading. Therefore, vocabulary is much needed for learning English as a foreign language. Their studies also explain that teaching vocabulary means to give an instruction and a motivation to help the students increase their ability to use vocabulary in their daily language include direct or indirect communication.

According to Nation (2001), four kinds of vocabulary in the text are high-frequency words, Academic words (in bold), technical word, low-frequency

words (in italics). First, high-frequency words, these words are unmarked at all and include function words such as in, for, the, of, a, etc in the text. Then Almost 80% of the running words in the text are high frequency words and the running words cover in spoken and written text. Then academic words (in bold), these words contains many word such as policy, phase, adjusted, sustained and 9% of the running word in the text.

Third, technical word, these words cover about 5 % of the words in the text. These words in technical dictionary usually found about 1,000 entries in each dictionary. And the last is low-frequency words (in italics), these word make up over 5% of the words in academic text. The words of low-frequency are the words that do not include in high-frequency words, academic frequency words and technical words. From the kinds of vocabulary, high-frequency is more important to meaning of vocabulary and high-frequency words are used over and over obtain in our communication.

Therefore, vocabulary is important and needed in language development. Vocabulary has more systematically form for learner to understand and manage their language. Besides that without vocabulary, we have nothing to convey. Thus in teaching vocabulary refers to give some systematic methods to help the students develop their vocabulary in their ability such as when the students read a text or even the students have conversations with other students.

### **2.3 Vocabulary Teaching Techniques**

In teaching, procedures are very important and needed to support teaching and learning English vocabulary. There are several procedures that have been used. In teaching vocabulary to the young learners for English as a foreign language it need to be prepared since the learned cannot develop their vocabulary in their daily activity. According to Nation (1994) that there are three strong reasons in teaching vocabulary that needs to be planned carefully, first because of the different vocabulary give very different results from the study, second because most in teaching vocabulary, the teacher teach the same vocabulary, namely the vocabulary is often used or even the teacher teach vocabulary is more difficult than it should be, and the third as an opportunity to learn vocabulary and vocabulary quality can be greatly improved through careful design of both vocabulary and other skills activities.

Then Nadi (2007) said that there are some techniques of teaching vocabulary to beginners such as the use of realia, pictures, context, mime or pantomime. First, the use of realia, it is by bringing real object to classroom (like postcard, book, vegetables and everything that is worth to be brought to the classroom. However there are some objects that cannot be brought to the classroom. Then second techniques is by using pictures. It is very effective to facilitate the process of learning for kids. We can teach the object to the students only by showing the pictures of them. For example, the teacher wants to teach about pictures of animal to the students.

Then technique using context, it is a good technique especially when we want to teach the abstract words, such as happiness or luck or to go on a trip. And the last technique is by using mime or pantomime. It is done through gestures and facial expressions and also via actions. The theory above also supported by Dale (1971), he states that person must have a plan for learning vocabulary, because if the person without plan has not their vocabulary in systematic way.

Allen (2006) also found some procedures for students to increase the vocabulary to understand of a text in English, namely: students should develop their knowledge extensively and students make conceptualize students' understanding about something that they know, then the student also make specify about something what the students know in written. Thus, students can understand the text more effectively.

Concerning the teaching vocabulary techniques, Allen (2006) used some strategies can be modeled and supported within the context of shared reading. First Look at the word in relation to the sentence, Look the word up in the dictionary and see if any meanings fit the sentence. Then read the sentence again. Look at the beginning of the sentence again and look for other key words in the sentence that might tell you the meaning. After that, think what makes sense.

Roller (1998) suggested that it is good practice to: give the child an example of a retell. Get the child to practice retelling short texts read aloud by the teacher. Discuss with the child whether or not these were good retells, and what might improve them. Finally, have the child retell a story they have read themselves.

Moreover Hedge (2003) states that any reading component of an English language course may include a set of learning goals for: first the ability to read a wide range of texts in English. Then this is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom. Third, by building knowledge of language which will facilitate reading ability namely building schematic knowledge. It is an ability to adapt the reading style according to reading purpose (i.e. skimming, scanning). Developing an awareness of the structure of written texts in English and taking a critical stance to the contents of the texts.

According to Scott and Ytrebeg (1990), they show a wide variety of teaching materials which are necessary in the L2 or foreign language classroom and find to be useful in teaching situation. They also state that lesson will be much more exciting for the children if thing and objects are used. Here are the material to be used such as car, games, book or reading card, paper doll and another. Thus teaching English can use many media to increase the students' vocabulary.

Morgan and Rinvoluceri (1986) said that the acquisition of vocabulary is a branching process. It means that teaching of vocabulary should be done in context. It is supported by Harmer (1991) student not only the meaning of the word, but also how the words are used together with other word and they depend upon each other. Besides, words that are learnt in context are easier to be remembered than words that stand as single items.

According to Harmer (2001), there are some roles for teacher when asking students to intensive reading, namely; first, organizer: teacher gives the

students clear instruction or tell what their reading purpose is. Then for observer, while the students are reading, the teacher can observe their progress since this will give us valuable information about well they are doing individually and collectively. Third, feedback organizer, it means that teacher gives students some feedback after the student reading text. And the last role is prompter, when students have read a text we can prompt them to notice language features in that text and the teacher may also role as a controller for students, direct them to certain features of text construction, clarifying ambiguities and making them aware of issues of text structure which they had not come across previously. There are some materials can help teachers in doing their role in the following ways: providing clearly marked vocabulary lessons, making the target vocabulary set stand out, including focused practice and regular review, giving lists of vocabulary to be learned for the lesson (McCarten, 2007)

The students' vocabulary includes the words they can effectively use to communicate and they understand from verbal communication as well as written words. Hirsch (2003) found that students need to have a minimum level of vocabulary knowledge for comprehension to take place. Students need to understand 90-95% of the words they read before they can read for comprehension. Brown (2007) observed that some people appear to be endowed with abilities to succeed in language learning, whereas others lack those abilities and importance of individual variation learning method by themselves.

Harmer (1998) said there are strategies to teaching large class: (a) use work sheet. All of the student can benefit from them; (b) use pair and group work;



(c) divide the class in half and have one half ask the question and the other answer; (d) assign group leaders; (e) make sure can be seen and heard. Thus the students can increase their vocabulary in learning English in their classroom. Then Harmer (2001) also argues in his book, that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

In his book, Harmer (2001) said that there are some ways to teach vocabulary: teacher give a time for student to checking vocabulary of text using dictionary, languages corpus searches or question to the teacher, then the teacher and student discuss their list of word. Then Harmer (1998: 38) also said that there are three important types to be aware when learning verbs: auxiliary verbs, main verbs, and phrasal verbs.

Based on the point stated by harmer above, the writer assume that students learning about type of important verb using media to list a word which they are not understand, such as dictionary or question to their teacher. Halliwell (1992) also said that the teachers had to check understanding of vocabulary and error correction while teaching, because it can know the increase of student learning in the classroom.

Therefore, students often increase their strategy learning to understand vocabulary and the teacher also give an instruction to help and motivate their

students. Teachers also should be very careful when explaining the meaning of a word to help student get information about a word in reading text.

## **2.4 Narrative Text**

Narrative text for students of junior high school can help the students' ability to identify and use past verb (regular and irregular verbs). In this study, the writer using narrative text because narrative text can be used as a tool to reinforce the students' ability in learning past verb (regular and irregular verbs) because the students have already know and familiar what the narratives text and they like read narratives text such Cinderella, beauty and beast, and another story. According to Mandler and Johnson (1977) children begin reading narrative text at a young age and have demonstrated their understanding of story structure through retelling. Then Dymock (2007) said that for a variety of reasons, adolescent learners may struggle to read narrative text. Narrative text encompasses a wide breadth of genres, in both fiction and nonfiction domains. As students progress through grade levels, the narrative text they are exposed to becomes increasingly complex. Thus narrative text can be very complex and can be troublesome students.

Then about teaching of English in Indonesia's curriculum Didisukyadi (2001) said that the curriculum especially reading using narrative text used because narrative text has a daily life context and students are able to understand the text. Gunning (2010) argued that Narratives text is story grammar includes a setting, characters, and plot. As students progress through the grades, stories, and

structures become more complex. Narratives also focus on the goals of the main characters.

On the other hand, although the reader comprehends the story in terms of the main characters attempts to resolve a problem or conflict, Harp and Brewer (2005) said that knowledge of story structure, or story grammar involves an understanding of the setting, the main character, the problem, attempts to solve the problem, and the resolution.

According to Depdiknas (2006), generic features of narrative text are focus on specific and usually individualized participants, use of material processes (and in narrative text, behavioral and verbal processes), and narrative text uses of past tense. It is supported by Pardiyono (2007) stated that narrative is purposed to amuse the reader or listener about a event in the past that has a problematic experience and resolution. Meanwhile, past verb is divided into two groups; a regular verb and an irregular verb. In regular verb, the verb changes regularly in the past tense form or the past participle. Such as, it is added by suffix-ed to the base form of verb. The irregular verbs do not have the form of fixed and do not change regularly.

Williams (2000) stated that narrative text (i.e., fiction) is easier to comprehend and remember than expository text (i.e., factual and informational material). However, Sarwo (2013) also added in his journal that comprehending narrative text is not as easy as many students think. Most of the problems faced by them are the lack of vocabulary that makes them is not familiar with the words

available in the text or passage. Therefore, the teacher may apply some techniques of reading to the students.

Willis (2008) argued that Middle school and late elementary school may be times when students are exposed to formal instruction in a foreign language and be interesting technique to increase English vocabulary through conversation, reading the word in rich context, or playing word games. In the line with this argue, Krashen cited in Willis (2008) states that reading comprehensible input is the most valuable source of vocabulary acquisition.

Meanwhile, Willingham (2004) stated that there are four main advantages of narrative texts, they are: (a) Everyone loves a good story, i.e., stories are universally enjoyed as oral or written discourse; (b) Stories are easier to comprehend thus read more quickly than non-narratives; (c) The structure of narratives known as story grammar provides a more familiar organizational pattern for ideas which is more accessible than expository texts; (d) Active reading involves "on-line" processing and makes inferences and narrative texts evoke interesting ambiguities or unresolved details which translate to more effective memory-making. It is supported by Gersten & Baker (1999) argued that narrative texts are organized by text structure is referred to as story grammar. Then Meyers (2005) also stated that narrative is one of the most powerful ways of communicating with others. Thus narrative text has a strong appeal as a media for students to learning English vocabulary especially to increase the vocabulary of students in the past verbs.