Chapter II

Literature Review

Concept of Reading

According to Klingner, Vaughn, and Boardman (2007, p. 8) “Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to text itself (interest in text, understanding of text types).” To understand a text in reading skill, students can be relevant or evaluate what they have already known in their real life with something that they will get in reading text. Previous knowledge is important to the students who comprehend the reading text. In this term, previous knowledge is used as a comparable thing with what the students read that can encourage the students to read the text enthusiastically.

According to Snow and Sweet (2003 p. 7), “Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purpose, some operations to process text at hand and the consequences of performing the activity.”

Definition of Recount Text

According to Rosyadi (2008, p. 1), “Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience description of what happened and when it happened.” Recounts (or accounts as they are sometimes called) are the most common kind of
texts we encounter and create. Their primary purpose is to retell events. They are the basic form of many story telling texts and in non-fiction texts they are used to create factual accounts of events (either current or historical). Recounts can entertain and/or inform.

**Indicator of Recount Text**

According to Primary Framework for literacy and mathematics (2006, p. 1) states that generic structure of the recount text consist of orientation (scene setting opening), events (recount of the events as they occurred) and reorientation (a closing statement), then the language features of written in the past, in chronological order and focused on individual or group participants.

**Definition of Vocabulary**

According to Steven Stahl (2005) in Gutlohn (2006) "vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." According to Gutlohn (2006), Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.

Word-learning strategies include dictionary use, morphemic analysis, and contextual analysis. For English language learners whose language shares cognates with English, cognate awareness is also an important strategy.
Dictionary use teaches students about multiple word meanings, as well as the importance of choosing the appropriate definition to fit the particular context. Contextual analysis involves inferring the meaning of an unfamiliar word by scrutinizing the text surrounding it. Instruction in contextual analysis generally involves teaching students to employ both generic and specific types of context clues (Gutlohn, 2006).

According to Jobrack (2011 p.1) “Vocabulary is critical to reading comprehension throughout the grades. A reader cannot comprehend what is read if he or she doesn’t know the meanings of most of the words. As children advance in reading, they encounter words that are not part of their oral vocabularies, which they need to learn in order to understand what they are reading”. The writer argues that vocabulary is word(s) which get when the reader reads a passage.

World classes

According to Fabb (2005 p.2) “Each word belongs to a word class, which determines its position. The position of a word in the sentence depends not on its linear position but instead on its place within a phrase. Every word belongs to a word class, such as noun, verb, adjective, article, conjunction, etc. Other names for word class are ‘category’ or ‘part of speech’. etc.

Here is a list of the word classes

A. Noun

Noun is a word that indicates the person’s name, place or the name of an object that which is noun formed. Example : the girl, the library, a cake, a students’ (Novia, W. 2010,p.15)
B. Verb

Verb is a word that indicates or implies an act or work that has been done, is being done or will be done. Example: to cry, to write, to buy (Novia, W. 2010 p.104)

C. Adjective

Adjective is a word used to restrict the use of noun by giving the nature of the noun, example: claver, beautiful, big, diligent, happy (Novia, W. 2010 p.62)

Teaching of Vocabulary

According to Pearson (2000, p. 11) “Explicit instruction of vocabulary is highly effective. To develop vocabulary intentionally, students should be explicitly taught both specific words and word-learning strategies.” Seeing vocabulary in rich contexts provided by authentic texts, rather than in isolated vocabulary drills, produces robust vocabulary teaching (National Reading Panel 2005 in Gutlohn 2006). Such instruction often does not begin with a definition, for the ability to give a definition is often the result of knowing what the word means. Rich and robust vocabulary instruction goes beyond definitional knowledge; it gets students actively engaged in using and thinking about word meanings and in creating relationships among words. Thus, the writer will teach the vocabulary with explicit instructions.

Based on the theory above, the application of bilingual dictionary on research conducted can refer to the lesson plan that applied to students, such as provide the
text which is used to find out some vocabulary and can be classifying into word classis based on indicators consist of Noun, Adjective, and Verb.

**Assessing of Vocabulary**

According to Nuriadi (2008, p.138) “there are some ways to assess vocabulary. First, it is incomplete because it is artificial. It is rare for a person to encounter a word in an isolated setting and be asked to define it. The true value of knowing a word is to be able to use it; and knowledge of a word is often easiest to obtain if the word is used in context. Therefore, the best methods of truly assessing whether a student has mastered vocabulary are to see whether a student can use it properly in context, or recognize and discern the definition in context.”

Assessing vocabulary is difficult because the true measure of a person vocabulary is not just whether they have memorized a list of words, but is instead how many total words they know overall.

Assessing vocabulary depends on the teachers themselves. Teachers must have capability to assess students’ vocabulary, in order to students’ score is being naturally. Some of these mechanisms are better than others. In general, the best assessment is one that gives you a true picture of the number of words a person knows, as well as an understanding of how developed the individual's abilities are to determine the meaning of the word from context clues.
Concept of Bilingual Dictionary

a. Definition of Bilingual Dictionary

According to Hunt (2009, p.14) "Bilingual dictionaries are and always have been very useful tools for language learners.” Over the past twenty years or so, great improvements have been made in both the range and quality of information they provide, and the newer type of bilingual dictionaries aim to give as much help to their users as learners' dictionaries.

According to Adam (1980, p. 67), “dictionary use for vocabulary learning is considered more fundamental for vocabulary development than for reading comprehension. However, disagreements exist and arguments mainly grow out of the assertion that vocabulary should be learnt from context, where the specific properties of lexical items and the fine distinctions between similar words can be revealed.”

Based on Hunt and Adam theories above, dictionary is a tool or media to help students to translate their native language to target language or contrary. Besides, bilingual dictionary can be used to enhance students’ vocabulary.

b. The Advantage of Using Bilingual Dictionary

According to Pools and Wood (2009, p.1),”Dictionary use for vocabulary learning is considered more fundamental for vocabulary development than for reading comprehension.” However, disagreements exist and arguments mainly grow out of the assertion that vocabulary should be learnt from context, where the specific properties of lexical items and the fine distinctions between similar words
can be revealed. On the contrary, since most dictionaries arrange lexical items in individual, dictionary use will implicitly.

c. The Goals of Using Bilingual Dictionary

According to Kilham (2012 p.35) “the aim of a bilingual dictionary is very much tied up with its potential users, no dictionary can be ‘all thing to all men’.” For more explanation that some general aim remain, however, which apply to any dictionary. It is highly important to be accurate, and clear, as well as comprehensive. As far as possible we need to have not only clear definitions, but a clear format so that users can find what they are looking for quickly. Before we make any suggestion, the effects of dictionary use on vocabulary development will be discussed by reviewing findings obtained from empirical research.

d. The Application of Dictionary

Fox and Potter (2006) state that dictionary use for comprehension is often discussed in studies of second/foreign language reading, but it is always discouraged by language teachers. It is usually claimed that dictionary use requires a substantial amount of time both in consulting the dictionary and in choosing an appropriate lexical entry for polysemous items where multiple meanings are given so that it is generally believed to interrupt reading comprehension.

Based on the theory of Fox and Potter (2006), the writer agrees that dictionary use for comprehension is often discussed in studies of second/foreign language reading to help students to get understanding of the reading passage,
they must use bilingual dictionary because it can encourage students’ motivation to learn reading, moreover in difficult reading passage.

According to Hunt (2009, p.23), “several other variables influence learners’ reading and vocabulary strategies. Task is one of the most influential variables. In a translation task, for example, readers need to understand each word. While learners reading for general comprehension can often ignore unknown words and use their dictionary more strategically.”

Based on the theory above, in a translation class activity, the students must be able to translate those words and understand each word. So, bilingual dictionary can be applied in translation class activity. Beside it, the unknown words or unnecessary words can be skipped by the readers when they are reading.