CHAPTER II
THEORETICAL BASES

2.1 Concept of Vocabulary

2.1.1 Definition of vocabulary

In learning English process, we use vocabulary beside to express our idea and feeling, also to communicate, understand to each other. Hieberd & Kamil (2005: 2) states that vocabulary is the knowledge of meaning words. Furthermore, Oxford Learner’s Pocket Dictionary (2004: 482) states that vocabularies are: “All the words that a person knows or uses, all the words in a language, list of words with their meanings, especially in a book for learning a foreign language”. Based on the definition above, I can conclude that vocabulary is the words which have meaning and function of a language.

According to Ur (1996: 60) vocabulary is the words that the teacher taught in foreign language. Then, Pateda (2002: 155) says that vocabulary is treasury of word. Then he adds that vocabulary means (1) component of language that have all information about meaning and its use in language, (2) the wealth of word that speaker, writer, or a language have, and (3) a list of word that arranged like dictionary, but with the simple and practice explanation. Based on the statements above, I point that vocabulary is all the words that learned in foreign language that have the meaning.

Vocabulary is one of the elements of language that needs to be mastered by the students as the learner of English and also other language to be able to communicate which they learn. According to Graves (2009: 1) the
importance of vocabulary is vocabulary can help someone or students to speaking or communicate, and understand the text or what other people said. Similarly, Kinberg (2007: 24) says that importance of vocabulary is to help students in comprehension the text and vocabulary can add student’s knowledge. So, I point that vocabulary can help someone or students in communication or comprehension.

2.1.2 Kinds of vocabulary

Pateda (1995: 82) classify the vocabulary into some kinds, they are:

1) Basic vocabulary
Basic vocabulary is used for the students who is learning English language for the first time, especially children. For example, father, mother, water, etc.

2) The general vocabulary
General vocabulary is vocabulary which is used in country and used by all societies as the user of the language. Beside that, general vocabulary is always used for communication. For example; the word “road” is general vocabulary because it is used for communication and all people know the meaning of this word.

3) Special vocabulary
Special vocabulary is the vocabulary that is especially used in a field situation of content. For example; infection, penicillin, rongent, these are special vocabulary because the words are just used in the hospital.

4) The concrete vocabulary
Concrete vocabulary is the vocabulary that refers to things in reality. For example; book, pencil, table, and ect.

5) Abstrac vocabulary
Abstrac vocabulary is the vocabulary that is only refers to something which can imagine. For example when the native speaker talk about the ‘democracy’ word, he or she have to understand and imagine the word and make a sentence by that word.

6) The popular vocabulary
Popular vocabulary is the vocabulary which is often used for communication. For example, the word ‘coruption’ is the popular word which means often used in government.

7) The original vocabulary
Original vocabulary is the words in certain language, which are created by native speaker and used hereditarily.
8) Absorbing vocabulary
Absorbing vocabulary is the vocabulary that adopts from other language like Indonesian, American, etc.

Furthermore, related with explanation above, Barnhart (1968: 1) divide vocabulary into four types as follow:

1. Reading vocabulary
   A person was reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

2. Listening vocabulary
   A person was listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

3. Writing vocabulary
   A person was writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

4. Speaking vocabulary
   A person was speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional, may be compensated by facial expressions, tone of voice, or hand gesture.

Based on the explanation above, I can conclude that reading vocabulary is all the words that used when a person who is reading, the same as listening vocabulary is all the words that saying when we doing listening. Likewise in writing vocabulary which all the words that use in writing. Whereas in speaking vocabulary is all the words that we used when doing a speech.

2.2 Concept of Noun

According to Swiggers and Wounters (2002: 259) “a noun is a part of speech which is shows case inflection, and signifies a concrete object or an abstract thing”. Furthermore, Wise (2010: 1) says that noun is the name of a
person, place, thing, or idea. From a both definition I concluded that noun is the something that shown with the concrete and abstract thing which is a part of language.

In addition, Stobbe (2008:3) says that the types of nouns are:

1) Proper nouns
   Proper nouns are refers to specific things, such as people, places or things. For example: Shakespeare, Budy, Gorontalo, Florida State University, Gorontalo State University, July, Monday, etc.

2) Common nouns
   Common nouns are refers to general things. For example: the noun ‘plant’ does refer to general object, but either to a class of objects or to a specific instance of that class.

3) Concrete Nouns refers to things experienced through the senses of sight, hearing, taste, smell, and touch. For example: hamburger,

4) Abstract nouns
   Abstract nouns are impalpable and intangible and indicate any of the following four things: (1) Quality: truth, honesty, kindness, etc; (2) Action: movements, activity, theft, mischief, etc; (3) State: infancy, childhood, adolescence, etc; (4) Names of various arts, sciences and professions: economics, politics, history, music etc.

5) Collective nouns
   Collective nouns are regarded as the name of the same type of person or things taken together and regards as one entity. For example: crowd, people, class, audience, army, group, team, committee, family etc.

6) Material nouns
   Material nouns are denotes the original or raw elements or objects existing in nature. For example: wood, iron, cotton, gold, paper, sugar, etc.

7) Compound noun
   Compound noun are two or more nouns that function as a single unit. Examples of compound noun are boy-scout, chair-man, house-wife, looker-on, man-of-war, basketball, time capsule, and sun lotion.
   Note: a noun can belong to more than one group. For example, sun lotion is both a common and a concrete noun, as well as a compound noun.

2.3 Concept of Adjective

   According to Manurung (2001: 45) “an adjective is a word that goes with, or modifies, a noun or pronoun”. Then, Chissco (2007: 110) says that adjective is a word that used to explain the noun. Adjective can placed in front
of the countable noun or uncountable noun. From the opinion, I can concluded that adjective give characteristic of word.

Chissco (2007:110) classify the adjective into some part, they are as follow: (1) Possessive adjective, adjective that used to show possession. For example: my, your, his, her, its, our, your, and their. (2) Qualitative adjective, adjective which explain the form or character the noun. For example: short, lazy, small, great, expensive, cheap, diligent, clever, high, and so on. (3) Demonstrative adjective, adjective that used to show the noun. For example; this, that, these, and those. (4) Interrogative adjective, adjective that used to ask the noun. For example: whose, what, and which. (5) Quantitative adjective, adjective that used to explain the quantity of noun. For example: some, any, many, much, a few, and a little. (6) Color adjective, adjective that used to explain the colors of noun. For example: red, blue, green, brown, black, and etc.

2.4 Concept of Frayer Model

In teaching vocabulary, teacher should be able to create an appropriate technique of teaching in order to achieve the students’ success. One of good technique is by using Frayer Model. Frayer Model was found by Frayer, Frederick, and Klausmeier in 1969. So, the name of ‘‘Frayer’’ was taken from the abbreviation names of the three founders. Frayer Model is word categorization activities that help students to develop their understanding of concepts that they know or learning and distinguish that concept itself from others.
According to Feber (2008: 22) Frayer Model is a graphic organizer where a word as the the key word wrote in the middle of graphic and then its definition, a characteristic/ fact, an example and non-example or a synonym and an antonym will be develop and wrote in the text boxes aroun the word it self. Then, Bishop et.al. (2009: 128) states that Frayer Model offers a formation for providing the simple definition of a word along related with the characteristics, examples and non-examples.

In addition, Kinberg (2007: 26) states that Frayer Model is best useful for teaching vocabulary with describes complex context or vocabulary that may students know but they can not clearly define yet. Then, Billmeyer and Baron (2002) give their opinion that Frayer Model is a technique that uses a graphic organizer to build up vocabulary. This technique asks the students to define the target word or concept, and then developing it in generating examples and non-examples. This explanation is written on a chart that is divided into four sections to provide as visual representation for students.

Furthermore, they also explain that the benefits of Frayer Model are teaching by using Frayer Model is increase the critical thinking and help students to identify and understand unfamiliar vocabulary. Then, Frayer Model technique draws the students’ knowledge to build connection among new concept. Then, this technique can be used in the entire class, small groups, or for individual work. The last, Frayer Model refers to another lesson and developing our vocabulary, not only in language, but also in science or social study.
There are some examples of Frayer’s graphic:

**DEFINITION**
The animal that has the ability to fly.

**CHARACTERISTIC**
Feathers, wings, beaks.

**EXAMPLE**
- Eagles
- Parrots

**NON EXAMPLE**
- Fish, insects

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**DEFINITION**
Very cute or attractive, giving pleasure to the sense.

**CHARACTERISTIC**
Bright, smart

**SYNONYM**
- Beautiful
- Pretty

**ANTONYM**
- Ugly

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**SYNONYM**
- Happiness

**ANTONYM**
- Desolation

**EXAMPLE**
- Ecstasy
- Olympic gold medalist

**NON EXAMPLE**
- Losing a job
2.4.1 Procedure for Applying Fryer Model

There are some steps of Frayer Model. First, made and divided Frayer Model graphic (like example above) to the students. Then, write the new word as the key word in the middle of the graphic. The last ask students to complete the text boxes around the word in the graphic such as definition, characteristic or fact, example and non-example, and a synonym or antonym.

2.5 Relevance of research

Before conducting this research, I observed several researchers pertaining to the vocabulary. The first is Risma Suleman (2009), the second is Nurnuzratin Lagonah (2009), the third is Fatmah Achmad (2008), and the last Ahmad Tanipu (2006).

1) Risma Suleman (2009) in her study entitled “Increasing Students’ Mastering of Vocabulary by Applying Semantic Map Technique” (A research conducted at seventh grade of SMP Negeri 3 Kabila). The aim of her research is to know whether the application of semantic map technique can increase students’ vocabulary or not. There are some steps in this technique. Firstly, write target topic on chalk board. Secondly, instruct to the students to make brainstorming, and the last students write the list of the word and make sure that it is include in target words. The result of her research indicated that semantic map technique can increase students’ vocabulary.

2) Nurnuzratin Lagonah (2009) in her research entitled “The Application of Word Map Technique in Enriching Students’ Vocabulary” (A research
conducted at SMP Negeri 1 Gorontalo at the seventh grade). This research has aim to know whether Word Map technique can enrich students’ vocabulary or not. Her research focused on verb. From her research, she found the Word Map technique was one of techniques that could be used in teaching English vocabulary.

3) Fatmah Achmad (2008) in her research entitled “Increasing Students’ English Vocabulary by using Word-Webbing Technique” (A research conducted at seventh grade of SMP Muhammadiyah 2 Gorontalo). The aim of this research is to know whether Word Webbing technique can increase students’ vocabulary or not. Her research focused on noun. There are some steps in her this technique. The first make a central square from the topic or idea which will be developed. And the second write a certain topic/idea in the middle of one or more things in the balloons related to the topic/idea in the square. From her research, she found that the application of Word Webbing can significantly increase the students’ English vocabulary.

4) Ahmad Tanipu (2006) in his research entitled “Improving Students’ Ability in Mastering of Vocabulary through Mind Mapping Technique” (A research conducted at the second grade of SLTP Negeri 2 Boliohuto). The aim of his research is to investigate whether Mind Mapping technique can improve students’ vocabulary or not. His research focused on noun. The result of his research is the Mind Mapping was one of techniques that could be used in teaching English vocabulary.
In this research, I also used technique to enrich students’ English vocabulary. The technique is Frayer Model. By look at the steps of each technique above, I can conclude that this research has a different technique with them, but it has similar purpose.

2.6 Hypothesis

Based on the theoretical bases describe before, I formulates the hypothesis of this research is “Students’ English vocabulary can be significantly enriched by using Frayer Model technique”.

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