

# CHAPTER 1

## INTRODUCTION

### 1.1 The Background of Study

Communication is the most necessary of all in human life interaction. Language is considered to be a system of communication in expressing ideas, emotions and desires. Moreover, language is also used for communication and we need it for our daily activities. In order to communicate with other people in the world, we have to master the international language, especially English. English as an international language is important to communicate with other people in the world. Because of its importance, English has been involved in the school curriculum of this country, starting from elementary school until university.

Learning vocabulary is very important, especially for students. Thornbury (2002:13) says that without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. It means that, you can language better if you have much more vocabularies than just master of grammar. This is how the linguist David Wilkins in Thornbury (2002:13) summed up the importance of vocabulary learning by his statement “if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions.”

Laufer (1997:54) states that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of a language. Without vocabularies, speakers cannot convey the meaning and communicate with each other in particular language.

Vocabulary is an important aspect in teaching language, as stated by Edward (1997:149), “Vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system”. Sometimes, it’s difficult to

determine the words that students related to vocabularies such as: meaning, spoken/written forms, collocations, connotations, grammatical behavior, etc. Linse (2005:121). Vocabulary is part of a language that underlines the understanding of the language itself as stated by Nunan (1991:101) that vocabulary is more than list of target language words. Someone who is able to use the four English skills (speaking, listening, reading, and writing). Well, is considered to be able in mastering vocabulary. In relation to this study, Vocabulary influences the vocabulary the students' mastery on language components also will be improved. The statement above reveals that vocabulary is very important in mastering English language.

Based On 1994 Curriculum, it is said that the second year students of senior-high school are expected to master about 250 new vocabularies after they have mastered 750 vocabularies and grammatical patterns that are suitable to the subject matter determined for that level. But in fact, based on the writer's experience in the three-month-teaching training program in Smkparulian 1 Medan, the students generally have inadequate vocabulary. It was proven by their low score in every vocabulary exercise. Related to a previous study, there are some students who have difficulty in learning vocabulary. Berman (1997:23) found that some students in Smkparulian 1 Medan had difficulty in mastering vocabulary, the problems he found in his research are: 1) the majority of the students have difficulties in understanding and pronouncing the vocabulary, 2) the students were difficult to remember the words which are being learned, 3) the students were easy to get bored during the class. This conditions show that learning vocabulary is not a simple thing for the students at the senior-high school.

Actually the students can learn all the words they need, without help, for example by looking for difficult words in dictionary. But the problem here is how the students are able to know meaning of new words, remember the words and practice them in real situation. Lacking in

vocabulary caused by the students faced many problems dealing with vocabulary. Those problems are. First, students were lazy to memorize all the unfamiliar words that they heard or read in a text. Second, students had difficulties in understanding and comprehending the meanings of unfamiliar words. Third, students were bored and unmotivated to learn. The conventional technology which is applied by the teacher to force them to memorize new vocabularies without the help of media. It made students used to show low attention on acquiring new vocabularies.

Here is the preliminary research done by the writer regarding to vocabulary students' achievement, of course the writer interviewed the students first, to know the level of frequency formative evaluation.

No.	High Frequency	Score	No.	Low frequency	Score
1	AH	90	1	H	40
2	RAS	90	2	NS	50
3	RG	80	3	SD	60
4	SMH	80	4	ES	50
5	NEA	85	5	DRLT	40
6	REM	85	6	ES	65
7	DS	80	7	VN	60
8	NAS	80	8	RS	50
9	DT	85	9	DML	40
10	DM	90	10	DR	45

While nowadays, students in Senior-High School claimed that they are not able to write, speak, listen, and read in English based on Curriculum called Educational Unit-Oriented

Curriculum. The teacher just gave them explanations about the components they taught then asked the students to open bilingual dictionary and to find the meaning of the words. After that, the teacher asked the students to do the tasks in the worksheet and the activity is done. The teacher did not try to simulate the students' interest, motivation and enjoyed and velocity in getting information during learning process. By considering the condition above, Teachers should make variation and choose a suitable technique in Vocabulary Mastery in order to make students interest.

## **1.2. The problem of the study**

Based on the background of the study, the problem of this study is formula as follows:

Which one is better achievement of vocabulary students who are given high frequency or those who are given in low frequency of formative evaluation.

## **1.3.The Objectives of the Study**

In line with the problem, the objectives of the study is:

To know which one is better in vocabulary students who are given high frequency or those who are given in low frequency of formative evaluation.

## **1.4 The Scope of the Study**

The Scope of this study is limited on significantly affects on students vocabulary achievement. The writer focuses on teaching vocabulary. Thornbury (2002:8) classifies that there are some word classes to teach vocabulary. Such as vocabulary in noun, pronouns, verb, adjective, adverb, preposition, conjunction, reach out the good vocabulary mastery someone

needs to follow the process. It can be defined as through knowledge of the words of a language. The learners' vocabulary mastery is indicated by their ability in producing and understanding the words in their daily life.

There are some activities that can't improve frequency of students' in learning English vocabulary achievement; one of them is vocabulary of dictionary in this case the writer focus and any remembers her study on the use of internet and dictionary in order to improve students' achievement in vocabulary of word. The standard of vocabulary in school is 1500 words, but the students of SMK Parulian 1 Medan know just 1200 words. The study will be limited on SMK Parulian 1 Medan second year in which the class consist of 20 students.

### **1.5 The Significances of the Study**

There result of this research are expected to be useful for:

1. Theoretically
  - 1) The teacher will be able to increase teaching vocabulary better, and can be used as a reference for English teacher who wants to develop their students' vocabulary mastery.
  - 2) The teacher must be able to train students' in speaking English with vocabulary that has been taught owned students' little by little.
  - 3) The Teacher is able to learn students' to learn English vocabulary from the basics so that they can speak English with good.

- 4) The teacher reviews the students' vocabulary that has been made in front of the class everyday.
2. Practically
    1. The students will be able to improve his knowledge in vocabulary when students make and memorize the vocabulary every day.
    2. The students will review the vocabulary in front of the class for each English subject.
    3. The students can learn English vocabulary at home by making more vocabulary and sticking on the walls of the house to make it easier to remember.
    4. The students must be able to speak English well with the vocabulary that has been learned.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1. Theoretical Framework**

Theoretical Framework is aimed at giving some concepts in analyzing the study in research, there are some theories which are needed to explain some concepts or term applied in the research concerned. The concepts which are used must be clarified.

#### **2.2. Teaching Skill**

Teaching is an incredibly rewarding thing to do and good teachers are needed everywhere such as in school and college the young, as well as in the workplace and other settings to each adult and colleagues. A teacher is a person charged with the responsibility of helping others to learn and to behave in new and different ways (Cooper2006:2). It means that as a teacher you

can help develop somebody's subject knowledge and maybe even their mind and personality. Teaching offers the chance other people's lives permanently for the better.

Teaching is always recognized for being the difficult task that it is in terms of status of financial reward. We generally reserve the term *teacher*, however, for persons whose primary professional or occupational function is to help others learn develop in new ways. Consequently, they establish schools to facilitate learning and to help people live better and happier lives.

Schools are created to provide a certain type of educational experience, which can be called the *Curriculum*.

Teachers are trained and hired by societies to help fulfill the purpose of the curriculum(Cooper2006:2). Teachers, in the formal educative process of schooling, are social agents hired by society to help facilitate the intellectual, personal, and social social development of those members of society who attend schools. Compared to the teacher of the 19<sup>th</sup> and much of the 20<sup>th</sup> century, Today's teachers are better educated, earn more money, and are money highly respected members of society that their earlier components, Society requires its teachers to obtain a college education and specific training as teachers. This increase in the educational level of teachers is recognition that, if teachers are to facilities the intellectual, personal, and social development of their students, then they must be much better educated than ever before shot required, and third, the action involved in executing that shot.

### **2.2.1. Professional Competence**

Professional competence is seen as a generic, integred and internalized capability to deliver sustainable effective (worthy) performance (including problem solving, realizing innovation, and task situation. Professional competence should be distinguished from the general (universal, cros-professional) competences, which are defined as the basic quality of an

individual, which influences his effective carrying out of tasks in certain situations (Boud & Molloy, 2013:3634). Professional competence is the ability of an employee to perform work in accordance with the requirements of the position, and job requirements are tasks and standards of their performance, used by your organization or industry. Professional competence are the main parameter that estimates the human and structural capital of the company. Since the Intellectual component is a key to the company's success, the governance practices of professional competence becomes a key managerial discipline, through which the company could not only survive in the market, but also influence its development (Voronina, Ivanova & Ratner, 2013:3635; Boud & Molloy, 2013:3634).

### **2.2.2 Personality Competence**

Mulyasa In Ade (2013:108) says that “ the Personality competence is the basis for three other kinds of competence”. In other word, in teacher is demanded to explain learning process, and the most important thing is how a teacher makes a learning process the site of a students' competence formatting and personality quality improvement. According to Badan Standar Nasional Pendidikan (2006: 88) “*Kompetensi kepribadian guru adalah kompetensi kepribadian yang telah berakhlak mulia, mantap, stabil, dan dewasa, arif dan bijaksana, menjadi teladan mengavaluasi kinerja sendiri, mengembangkan diri dan religius*”. It means that personality competence is the ability of the teacher in accomplishing learning process, built students' personality, students' behavior, and students' attitude.

The conclusion, personality competence is the ability of the teachers in attitude, behavior, understanding about the students, and doing evaluation in teaching learning process. So, the quality of teachers' personality competence is the important things in teaching learning process.

### **2.2.3. Social Competence**



A prominent researcher of social competence in the mid 1980s was Frank Gresham. He identified three sub-domains of social competence: adaptive behavior, social skills, and peer acceptance (peer acceptance is often used to assess social competence). Social competence consists of social, emotional, cognitive and behavioral skills needed for successful social adaptation. Social competence also reflects having an ability to take another's perspective concerning a situation, learn from past experiences, and apply that learning to the changes in social interactions. Social competence is the foundation upon which expectations for future interaction with others is built, and upon which individuals develop perception of their own behavior. Social competence frequently encompasses social skills, social communication, and interpersonal communication.

### **2.3. The Nature of Teaching Skill**

Teaching is difficult partly because the classroom is complex. (Douglas, 2009:4; Doyle, 1986:4). First, teachers are required to serve in several roles. They need to serve as advocate (Kaplan, 2003:4), instructor, observer, evaluator, coach, activities director, supply master, teach support, and confidante. In their varied roles, teachers make many decisions about different kinds of issues. Teachers make hundreds of decisions per day (Danielson, 1996:4). They need to think about students' safety, their learning, and their other needs simultaneously, all while they also consider their own personal and professional issues.

Second, the number and rapidity of events make the classroom complex. Many things happen at once, they happen quickly, and they tend to overlap. Classroom teachers must make quick judgments without time to reflect or weigh the consequences of their actions. Third, although classrooms have common elements every learning situation is different. Individual learners'

experiences and needs affect the nature of the class. Students start in different places academically and socially, have different interests and preferences, and go home to different circumstances.

Finally, teaching is complex because it research into time both before and after face-to-face interaction with students. It requires preparation, and it requires reflection and revision. As a result, many teachers feel like their work is never finished (Lindqvist & Nordlinger, 2006:4). Because classroom as complex, it takes years to master the craft of teaching (Berliner, 2004:4; Cuban, 2010:4). Both careful study and reflective experience are necessary.

### **2.3.1. The Features of Teaching Skills**

According to Chris Kyrlicou (2007:2), Over the years, much has been written about classroom teaching skills. The impetus for this included those concerned with the initial training and the in-service training of teachers, those concerned to monitor the standard and quality of teaching performance, those involved in schemes of teacher appraisal, and those concerned with understanding, as a research endeavor, what constitutes successful teaching. As such, there is now a massive literature available for study. Overall, it appears that teaching skills can usefully be considered in terms of three key features.

- 1) They involves purposeful and goal-directed behavior.
- 2) Their level of expertise is evidence by the display precision, smoothness and sensitivity to context.
- 3) They can be improved by training and practice.

### **2.3.2. Teachers' Knowledge About Teaching**

Another important feature of teacher skills is that they clearly draw upon the teachers' knowledge about effective teaching (Muijs and Reynolds, 2005:3). Shulman (1987:3) famously argued that at the very least this knowledgebase includes:

- 1) Knowledge about content
- 2) Knowledge about broad principles and strategies of classroom management and Organization.
- 3) Knowledge about curriculum materials and programmers
- 4) Knowledge about the teaching of particular content topics.
- 5) Knowledge about pupils.
- 6) Knowledge about educational contexts, ranging from the classroom group to aspects of the community.
- 7) Knowledge about educational aims and values. From Shulman, teaching skills are bound up with teachers' thinking which draws upon their knowledge base as a basis for judgment and action.

### **2.3.3. Defining Essential Teaching Skills**

According Chris Kyriacou (2007:4), Teaching skills can be defined as discrete and coherent activities by teachers which foster pupil learning. In the Eight of our consideration of teaching skills so far in the chapter, the important elements of skills are discernible.

- 1) Knowledge, comprising the teachers' knowledge about the subject, pupils, curriculum, teaching methods, the influence on teaching and learning of other factors, and knowledge about one's own teaching skills.
- 2) Decision-making, comprising the thinking and decision-making that occurs before, during and after the lesson, concerning how best to achieve the educational outcomes intended.

### **2.3.4. Identifying Essential Teaching Skills**

One of the major problems in trying a list essential teaching skill is that teaching skill very broad and general skills, such as the planning of lessons, to very spesific skills, such as the appropriate length of time to wait for a pupil to answer a question in a particular type of situation. Overall, in considering teaching skills, it seems to be most useful to focus fairly broad and general skills which are meaningful to teachers and relate to how they hekp illustrate and illuminate how these general skills operate. Nevertheless, given the nature of teaching, it is clear that whatever set of general skills is chosen to focus on, the overlap and interplay between them will be marked, and a good case can always be made by others for focusing on a diffrent set.

For example, Hay MeBer (2000:5) identified the following list of teaching skills:

1. High expactation
2. Planning
3. Methods and strategies
4. Pupil manangement/discipline
5. Time and resource manangement
6. Assessment
7. Homework.

Over the years there has been a wealth of writing about and use of lists of teaching skills, both by those involved in teacher educational researchers. There is no definitively afreed list. A consideration of the various writings, however, indicates that a fairly typical list of teaching skills can be identified. Such lists of teaching skills have prowed to be very useful in helping both beggining and experienced teachers to think about and develop their classroom practice.

### **2.3.5. The Development of Teaching Skills**

In defining teaching skills earlier, three elements were highlighted: knowledge, decision-making and action. Almost all beginning teachers will have had much experience of being taught as pupils themselves in a school. Without doubt, this will be the single most important influence on their knowledge about teaching and models.

#### Planning and Preparation

- 1) the lesson plan has clear and suitable aims and objectives.
- 2) Constructive and helpful feedback is given to pupils to encourage further progress.
- 3) The time spent on different activities is well managed.
- 4) Adjustments to the lesson plan are made whenever appropriate.
- 5) The ending of the lesson is used to good effect.

#### **2.4. Vocabulary Mastery**

There are some definitions of vocabulary proposed by linguist experts, Hornby (2000:959) defines vocabulary as: (1) all the words that a person knows or uses; (2) all the words particular language; (3) the words that people use when they are talking about a particular subject; (4) a list of words with their meaning. It means that a language that people use to talk about a certain topic consists of a number of words.

Johnson (2008:93) states that vocabulary instruction is used to help students learn new words and to help them acquire a deeper understanding of the words they know. Attending to students' vocabularies is an important part of enhancing their ability to read, write, speak, listen, and think. Word knowledge affects students' ability to comprehend what they read, which in turn helps them expand their knowledge base, which in turn facilitates their vocabulary growth, which in turn enhances their ability to comprehend what they read.

Limited vocabulary mastery can give bad influences in the teaching-learning process of a language. Furthermore, mastering vocabulary well is important for the language learners. Vocabulary mastery is gradual process. To reach out the good vocabulary mastery someone needs to follow the process. It can be defined as through knowledge of the words of language. The learners' vocabulary mastery is indicated by their ability in producing and understanding the words in their daily life.

Richek (2011:1) states that 'A large vocabulary will also help you make a good impression both in a job interview and when you are working. People judge others by the way they communicate, and vocabulary is key to communication'. Only with sufficient vocabulary one can express his ideas effectively, can understand the language task and foreign language conversation. With the limited vocabulary the students will have the difficulties in learning and understanding the foreign language.

Cameron (2001:74) says that 'Learning word is not something that is done and finished yet'. To master vocabulary is to learn new words, meaning to increase vocabulary. The learning includes the pronunciation, the meaning, the spelling, the usage, and the part of speech of meeting new words and initial learning, followed by meeting those words repeatedly, each time extending knowledge of what the words mean and how they are used in the foreign language. This means that every time learners meet those familiar words again, they in directly improve their knowledge about the words.

Richard and Renadya (2002:225) proposed that vocabulary is an important part of language proficiency and grant much of the basis for how well learners listen, speak, read, and write. He said that learners can achieve less than their potential without an extensive vocabulary and strategies for acquiring new words.

From the statements above the writer concluded that vocabulary is a list of words with their meanings that accompanies a text book in a foreign language. So, it is important to teach vocabulary first to the student. Vocabulary play a significant role in supporting the mastery of language skills such as listening, reading, speaking, writing which are called by four skills of language. In order to communicate well in language, students should acquire and adequate number of words and should know to use them accurately.

#### **2.4.1. Definition of Vocabulary**

According to Jeremy Harmer (2001:10), states that “vocabulary is wealth of word is processed by a speaker, a writer and listener or is processed by certain language.

According to Bauer. L(1998:02), vocabulary is an essential element in learning a foreign or second language. Learning vocabulary is basic element in order to master English, without adequate vocabularies, the students cannot master to four skills in English namely: speaking, reading, writing and listening. Therefore, the teacher should pay attention in teaching vocabulary in which the students can obtain some new words and to master the four skills. Homby (2000:156) provides for four definition of vocabulary, they are:

1. All the words that the person knows or uses
2. All the words in particular language
3. The words that people was when they are talking about particular
4. A list of words with their meanings, especially in foreign language.

It means that vocabulary is the collection of words used by a speaker or a listener, a reader in language competence with has a meaning or various meaning.

#### **2.4.2.Vocabulary Frequency**

Vocabulary frequency is a topic that has raised interest of many researchers and teachers over the last seventy years. It appears to be a reasonable and objective criterion for vocabulary selection. This thesis deals with the possible impact of the vocabulary frequency aspect on English foreign language (EFL) teaching at lower secondary schools. Vocabulary frequency lists provide support for vocabulary level analysis and teachers can use the related tools in order to classify the language level of a text, determine the text difficulties and create new learning materials based on this objective method.

The subjects of the research in this thesis are wordlists of six English text books for lower secondary school learners. The aim of the research is to point out the frequency aspect presence amongst other vocabulary aspects and discuss its contribution to the EFL teaching. The results show the distribution of the six word lists in the frequency levels of two reference vocabulary frequency lists. The NGSL covers 60–82% of the six textbook wordlists. This proportion of the word lists stands for the high frequency vocabulary. The research proves that the high-frequency vocabulary is present and covers the majority of items in the six textbook wordlists.

As we could learn from the first subchapter, the frequency is one of the vocabulary aspects. In my own words, I would explain frequency as information about how frequent the word is in a specified range of texts. Vocabulary frequency can be sorted in many ways, for pedagogical purpose I find useful the three-frequency band division into high, mid and low frequency vocabulary by the Schmitts (2014) who define the vocabulary range for each band based on coverage in various texts. The Schmitts (2014:485-486) set up the boundaries dependently on the vocabulary use and coverage. The 3,000 word families (boundary between high and mid-frequency) are enough for everyday purpose – conversation with the coverage of 95%. The mid-frequency vocabulary (up to 9,000 word families) covers 95% of wide range of authentic texts, is



essential for academic studies in English. (Schmitts, 2014:494-497)The low-frequency vocabulary contains words that you would find in a text very rarely. Of course, in real situations, this strict division may fail and the boundaries of the bands usually blend when one acquires and learns new vocabulary. (Schmitts, 2014:495).

### **2.4.3. Defenition of high frequency in formative evaluation**

Core vocabulary is the part of high frequency vocabulary, which appears in any text. Cvrček (2011:1) established his research on the concept of Basic English [Ogden, 1930 & Crystal, 1997] which was a small subset of English vocabulary and grammar with a highest possible text coverage as it proved to play crucial role in determining the core elements. There is a core of language which appears in every text -among four corpora (LOB1, BNC2, BE063and EnTenTen124), there is a stable vocabulary core of 2,122 word families, which stands for 70.7%of the texts overall. (Březina, 2013:1) The term core vocabulary matches with the high-frequency vocabulary in many aspects, from my point of view.

High-frequency vocabulary usually appears in any text. It does not depend on the text genre or style so much, contains a lot of function words (words with high coverage), but also the most used words carrying the information. The first 1,000 word families in COCA corpus are made up of function words by 43%. This is also a reason why they have so much coverage. Schmitts (2014:488)The Schmitts (2014:486) based the frequency division a recent study by Nation [2006],who researched the BNC. The vargue that the core vocabulary should include the most frequent 3,000 word families. Their arguments for this come from occurrence of the3,000 level words in the Brown's written English corpus and Cobb's corpus of novels by Jack London. Beyond the 3,000 level, the learning opportunities from reading begin to taper off quickly.

Schmitts (2014:489) Considering English listening and conversation, the 95% coverage appears to be tough for comprehension -that is the range between the 2,000 and 3,000 word families. Schmitts (2014:490) McCarten (2007:1) comes up with the number of 1,800 word families for 80% spoken corpus coverage. I understand that learning high-frequency vocabulary is the breaking point of the language learning. After this imaginary border of the 3,000 word families, new possibilities of learning are open. At this level the learner should be able to learn from the context, they can use monolingual dictionaries where word meaning is explained in the context, he can slowly start reading authentic texts and study on his own just the unknown words as they make less than 5% of the text. Schmitts (2014:490).

#### **2.4.4. Definition of low frequency in formative evaluation**

The low-frequency vocabulary is usually considered beyond the 10,000 frequency level. The Schmitts (2014:484-485) think that the threshold should be decreased to the 9,000 frequency level because 8,000 –9,000 word families are sufficient for a learner to be able to read a wide range of authentic novels or newspapers without assistance. The 9,000 level stands for 98% coverage in texts of this type. However, reader's comprehension of text is not always complete. "For example if reader's vocabulary covers 95-98% of a text, he is likely to comprehend 60-68% of that text." (Schmitts, 2014:489-490)

*"Low frequency vocabulary occurs so infrequently that it is not worth spending classroom time on. [Nation] "It is better to teach the vocabulary learning strategies so that the learners learn these rare words on their own. (Schmitts, 2014:485)*

#### **2.4.5 Kinds of Vocabulary**

According to Wallace (1987:23), Vocabulary consist of two kinds:

## 1. Receptive Vocabulary

Receptive vocabulary includes of word that are recognizes by hearing and seeing the word. It is needed for the comprehension Receptive vocabulary can be divided into all words being read or listened.

## 2. Productive Vocabulary

Productive vocabulary includes words that are used speaking and writing. They are language item which the students understand and also can be pronounce them correctly and use them appropriate in speaking or writing.

### **2.4.6. Enlarge Vocabulary**

The vocabulary will increase a foreign language learners' number of words in many. Learning vocabulary will always be larger than using vocabulary since it express the accuracy and the variety of new words without using all which were previously recognized and understood.

According to Mallery (1994:2), there are chief methods for increasing the number of words with we know, namely:

1. The first method is to learn new words from conversation and reading, by paying particular attention to words which are unfamiliar.
2. The second method is to find words which can be used in place of words which you already know, words which have the same meaning as words already familiar to you, and which therefore give you a choice.

Along with words having the same meaning, you can already learn words which have opposite meaning.

3. The third method is to study the way in which words are formed, so as to be able to recognize and we use words which are derived from other more familiar words.

#### **2.4.7. Presenting New Vocabulary**

Teaching new vocabulary is one of the key skill of features language teachers that should be paid special attention to within the course Methods of Foreign Language Teaching higher educational institutions. Presenting lexical item is the first essential step on the way to their memorization and active use, and should be facilitated by language teachers in an effective and creative way. The article deals with the methods of presenting new vocabulary to learners of english, showcases how it can be imstruced during practical classes, discusses potential promblems that students mought face developing the new teaching skill and suggests the ways of handling these issuess.

According to Haycraft (1978:18), there are some different and interesting techniques in presenting new vocabulary, they are:

1. Realia

This word refers to the use of the real objects in the classroom. Using a variety of real objects is one of the most efficient ways of teaching and learning vocabulary. These objects help to make the meaning of word clear (ex. A pen, a book, etc.). The teacher may also use classroom environment a chair, a table, a board.

2. Translation

Although many linguists state that the translation is not good presentation technique, it is only considered dangerous for student if it becomes the only presentation technique.

### 3. Picture

Maybe most useful “aids” in language teaching, since they are used in different ways. There are pictures, blackboard drawings, photos from magazine those “aids ” are used to explain the meaning of the words or to create a situation and concept. The main advantage of pictures is that they are able to illustrate very large objects are not brought into the classroom. Scientific definition, given by the teacher. It can be the definition from the dictionary. This is a good method in mobilization of students to the usage of dictionaries, In addition, example sentences complement the definition because they show how the new word is used.

### 4. Explanation

This is technique which is assigned to be utilized with upper-beginners, who already have some knowledge of English. This technique explains the meaning and the use of a give foreign word in the foreign language itself.

#### **2.4.8. The Principles in Teaching Vocabulary**

According to Wallece (1987:27), there are nine principles in teaching vocabulary, namely:

##### 1. Aims

The teacher has to be clear about aims in teaching vocabulary. How many word that should be mastered by the students within a meeting and what the teacher expects the students to be able to do.

##### 2. Quantity

The teacher should be aware of how many new can be learnt by the students. The teacher has to select the words that are necessary to the level of the students’ proficiency.

##### 3. Need

The teacher must know what vocabularies that the students need to know. It is very useful for the students in order to do the task given.

#### 4. Flashback

There are cards on which words or pictures are printed or drawn. They are good to be big enough colorful to be seen clearly by every student in the class. They are a great way to present, practice and recycle vocabulary.

#### 5. Antonyms

In this technique explains the meaning of new word, by giving its opposite, if students know the word meaning country feature e.g. Warm– is not cold.

#### 6. Synonyms

This technique relies on explanation of meaning of new word by giving other word, which students know and understand, and which means nearly the same. For example: little-small, huge-big, etc.

#### 7. Wall Charts

Wall charts are particularly valuable for practicing the Present Continuous but also preposition, and question word and vocabulary. A good place for a wall chart is next to the board, or on the board itself, that you can write up relevant words next to it. Ensure that the picture is big enough for everyone to see details.

#### 1. Mime and Gesture

This technique is useful for explanation of the actions and grammar items. Such concepts are: jumping, smoking or the words: “from, on, to ” etc.

Are easy items to explain through performing those actions. Mime is great fun for children who like acting and moving very much.

### 1. Frequent Exposure and Repetition

It is seldom, however, that we remember a new word simply by hearing at the first time.

There must be amount of repetition to access the target word evidently.

### 2. Meaningful Presentation

The learner must have a clear and specific understanding of what it denotes or refers to.

The word is presented in such a way that its denotation or reference is perfectly clear and unambiguous.

### 3. Situation of Presentation

Using words must be related to the situation. The teacher should be able to emphasize that a certain word must be in a right situation.

## 2. Presentation in Context

The meaning of word can be influenced by other factors in a context. It is important to the students to know appropriate collocation where a word occurs. The circumstances that are occurred in every event can influenced the meaning of a word.

### 3. Learning Vocabulary in Mother Tongue in The Target Language

The students must be provided both types of teaching. It is important for the students to know the word whether in the source languages or in the target language.

### 4. Inference (Guessing) Procedures in Vocabulary Learning

It is impossible for a students to master all vocabularies (words) of a certain language. They may look up a dictionary without understanding all the meanings, by making an inference from the context or guessing their meanings from the context, the students can understand the word.

## **2.5 Teaching Vocabulary**

Teaching Vocabulary is not easy. The teacher needs a good preparation before teaching vocabulary in the classroom. Depending on the teaching goal, a teacher is required to have knowledge about what words to be taught. The teacher many refer to the classes of vocabulary described by Thombury (2002:3) when deciding which word classes to each.

1. Nouns : player, banana
2. Pronouns : I, you
3. Verbs : like, cooking, to look.
4. Adjectives : old, white, kind
5. Adverbs : up
6. Preposition : for, Like
7. Conjunction : and
8. Determiner : -

All classes of vocabulary should be chose by the teacher in the teaching vocabulary.

### **2.5.1 Techniques in Teaching Vocabulary**

Wallace (1987:34) state that “the teacher really has a choice of four techniques in teaching vocabulary.”

The technique are:

1. To explain the meaning of difficult words, either by a translation, or by giving an explanation or ‘gloss’ in simpler English. This is the procedure adopted in many course books where there is a vocabulary list or glossary with the passage.
2. To simply ignore the word, unless a question about it is raised by the students. This does not necessary mean that the teacher is not ‘doing her duty’. As we have seen, it is not always



necessary to understand the meaning of every single word in a passage to get general sense of the passage.

3. To get the students to check up the target words in their dictionaries.
4. To try to get the meaning of the word from the class, and if they do not know it already, to try get them to guess or infer the meaning.

### **2.5.2 Previous Research**

The writer took the review of relate literature from other graduation paper as the principle or comparisons with this research. The first one was taken from Prasetiawati (2014) entitled improving students Vocabulary Mastery By Using Talk In Pairs Game in the first grade students of Senior High School, The main purpose of the thesis was to describe how to use Talk in Pairs Game in learning vocabulary of the students at Senior High school and to find out the advantages and disadvantages of Talk in Pairs Game in teaching vocabulary. The similarities with this study is both of this study use vocabulary as a sub skill. The differences are the kinds of the technique, in which the study uses Game as a technique while this study use Accelerated Learning, the field of taking data in students of Senior High School.

The other was NurAsiahManik (2012) entitled Improving Students' Achievement In vocabulary Through Accelerated Learning For XI TKJ Students Of Senior High School Parulian 1 Medan. The study focuses on improving students' Achievement In vocabulary. The similarity with this study is that both use Accelerated Learning as the technique. The differences are that Accelerated Learning study in the study is used to improve Students' Achievement in vocabulary, while in this study Accelerated Learning is used to improve students' vocabulary mastery, the field of taking data in students of Senior High School while the field of this study is Senior High School.

### **2.5.3. Conceptual Framework**

As explained in the literature review, vocabulary is one of the main elements in a language. Vocabulary mastery influences the students' learning process and their achievement. The greater the amount of the students' learning will be. Teaching vocabulary is not only giving and explaining new words or vocabulary, but also implementing the vocabularies in my various contexts which make the students understand their meanings and then able to appropriately use them in the different contexts. The assumption that the weakness of SMK students in understanding spoken and written text is that they lack vocabulary in their has supported the teacher to choose an appropriate method and medium to be used in teaching and learning process.

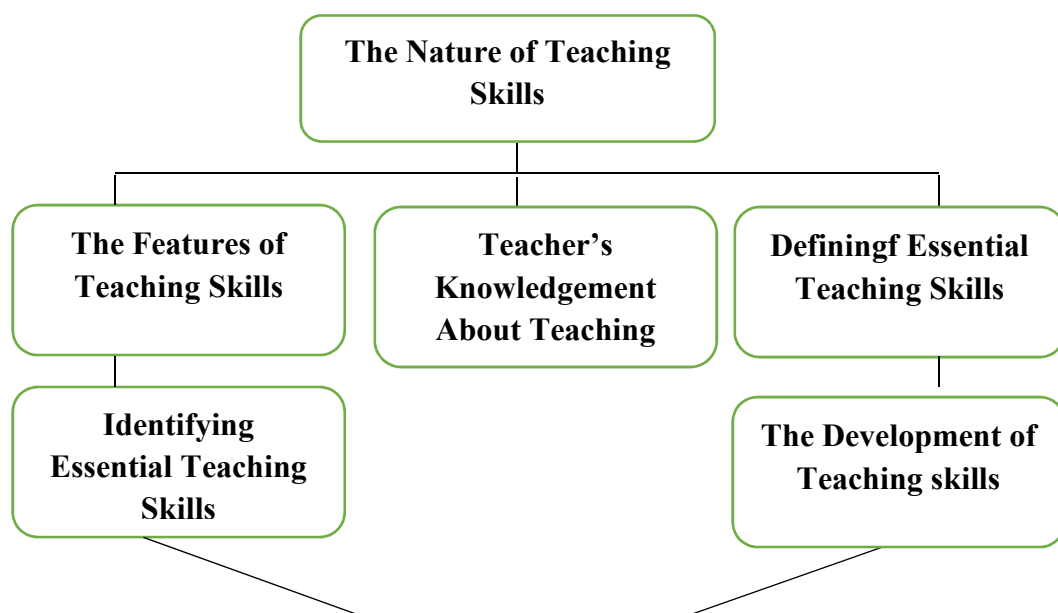
There are four teaching skill namely professional competence, personality competence, social competence and pedagogic competence. But in this case, I discuss teachers' pedagogy. Pedagogical competence can be described as the ability and the will to regularly apply the attitude, knowledge and skills that promote the learning of the teachers' students. This shall take place in accordance with the goals that are being aimed at the existing framework and presupposes continuous development of the teachers' own competence and course design. Teaching offers the chance to change other people's lives permanently for the better.

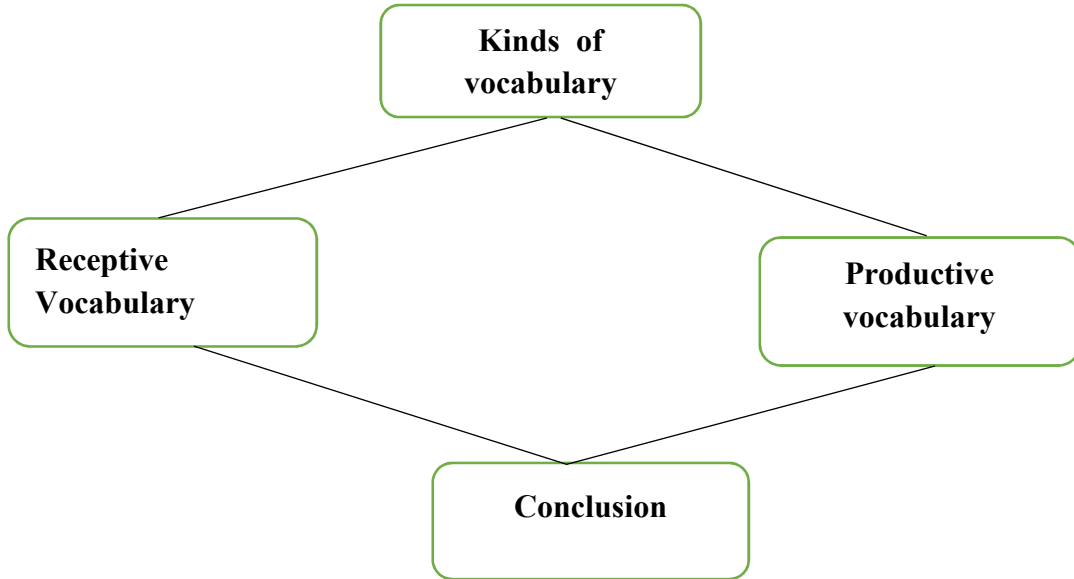
As a teacher you can help to develop somebody's subject knowledge and maybe even their and personality. Teaching as an incredibly rewarding thing to do and good teachers are needed everywhere like in schools and classroom to educate the young, as well as in the workplace and other settings to teach adults and colleagues. One on one teacher may tutor someone in particular subject or for wider personal development. However, teaching anyone can also be tiring stressful and demanding. It is a responsibility and any slip up is very visible.

People's mind and motivation vary a great deal and teachers have to find many different ways to connect with their students.

Teaching is not always recognized for being the difficult task that it is in terms of status of financial reward. Teaching is the glorious action to make the nation to be a clever person. In this case, teaching skill is very important. So, one of the teaching skills namely teacher's pedagogy can help the students to be masters in vocabulary. In relation to the vocabulary teaching, the teacher should present the new vocabulary within some interesting learning activities so that they can arouse the students' interest. One way to create an interesting teaching-learning activity is by involving the students. It can be a student-centered activity rather than teacher-centered. Moreover, one of the interesting activities that can involve the students and help them in memorizing new vocabulary.

In addition, through interesting learning the students can acquire the language unconsciously. Besides, the students have a short attention span, so giving lively Accelerated Learning into classes can keep students enjoying themselves. Furthermore, if Accelerated Learning which focuses on vocabulary is implemented, they can improve the students' vocabulary mastery.





*Figure 2.5 the conceptual framework of English vocabulary achievement between students who are given high frequency and those who are given low frequency of formative evaluation*

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Research Design**

In conducting research, we need research design. Research design refers to the strategy to integrate the different components of research projects in cohesive and coherence way. The function of research design is to ensure that the evidence obtain enable us to answer the initial question as unambiguously as possible. In this research, the writer used descriptive qualitative research because this study focused on comparative students vocabulary achievement between students who are given high and low frequency of formative evaluation. HosseinNassaji(2010:1) qualitative and descriptive research method have been very common procedures for conducting research in many disciplines, including education, psychology, and social sciences.

Based on the explanation above it can stated that qualitative descriptive research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted subjects or places. It means that the writer collect and analyze the data statistically from the students achievements of variables to find out the extent of correlation between teachings' skill and students' vocabulary mastery of tenth grade students at SMK Parulian 1 Medan.

#### **3.2. The subject of the Study**

The subject of the Study were the tenth grade students of SMK parulian1 Medan. There were 2 classes in the second year students, where each class consists of 20 students. The writer described the mastery of vocabulary and the difficulties face by the students vocabulary achievement between those who are given high frequency and those who are given low frequency .

### **3.3. Instrument of Collecting Data**

In this research, the writer used a test method as the instrument. To get the empirical data of teachings' skill and students' vocabulary mastery, the writer administered two kinds of test, namely questionnaire and vocabulary test. Both of the tests were in written form. In questionnaire test, the writer asked to teach in a classroom and after the teacher had finished them then the questionnaire.

This research tried to know the teaching skill in learning process. The researcher collected the data by distributing interview sheets, 26 observation checklist and questionnaire items. From the three instrument of collecting the data, the researcher focused to the questionnaire. The research divided into two groups: experimental and control group. A set of treatment applied to experimental group. Then, the process of research consist of three steps namely pre-test, treatment, post-test.

In this research, the data collected by quantitative and qualitative data. The instrument of collecting data used by researcher to get the data observation were:

1. Observations: was a technique for collecting data about, researcher and students' activities in teaching and learning process. Then observation sheet give based and reality in the classroom, the type of observation which use in this research is direct observation.
2. Test: used for getting data of research result and activities in teaching learning. The test multiple-choice consist of 35 items. There were two tests use in this research as follows:
  - a. Pre-test do in control group and experimental group.
  - b. Post-test is implement in control group and experimental group.

In this research, the writer used a test method as the instrument. To get the empirical data of teachings' skill and students' vocabulary mastery, the writer administered two kinds of

instruments and interview. Vocabulary Test used to measure the students achievement to those who have high frequency of formative test and those who have low frequency of formative test. The interview conducted to know the frequency of formative evaluation done by the English teacher.

In this research, the data collected by qualitative data. The instrument of collecting data used by researcher to get the data observation by using:

1. Vocabulary Test – students achievement
2. Interview – To know the frequency of formative evaluation.

#### **3.3.4. Questionnaire Items**

The questionnaire was the next step in collecting the data. Questionnaire wrote in many different ways, to be used in many different situations and with many different data-gathering media (Brace, 2004). A questionnaire was a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The respondents were the students of SMKParulian1 Medan who inthe second academic year.

There were many kinds of questionnaire, but in this research the writer used Like Scale. Like Scale is a psychometric scale commonly used in questionnaires, and the most widely use scale in the form of survey research. Students as respondents answer some questions of the questionnaire. All of the students gave their bets, their experience in teaching learning process by choosing the best option for every question. The question consist of four options. The options were (1) Strongly agree, (2) Agree, (3) Disagree, (4) Strongly Disagree.

In this questionnaire, the researcher want to know and collect the teacher assessment in teaching skill by using pedagogic competence. While pedagogic competence implies that the teacher from definite goals and framework, Through continuous development of teaching.

### **3.5.The Instrument For Collecting Data**

The instrument for collecting qualitative data was by vocabulary test. The vocabulary test was multiple choice consist of 50 items. The writer asked the students to answer the questions and choose the best answer. After that the writer collected and corrected the students paper to know their result. Then the writer compared their result based on their scores.

### **3.6.Technique of Collecting the Data**

In getting the data in this research, one thing that we should not forgotten in applying technique how the data be collected data until interpreted. The writer applied some techniques of collecting data, they were:

1. Gave vocabulary test in multiple choice test item consist of 50 items
2. Collected the students paper
3. Corrected the students paper
4. Interviewed the English teacher and students orally about their formative evaluation
5. Compared the students scores

### **3.7.The Technique of Analyzing the Data**

1. Corrected the students paper
2. Tabulated the students scores each class
3. Compared the students scored between the students who are given high and low frequency of formative evaluation
4. Determined the effisien between high frequency and low frequency

### **3.8.Validity (Triangulation)**



The trustworthiness of the data need to check to examine the validity of the data. In this research, the writer used the triangulation technique to observe the validity of the data. According to Susan Stainback in Sugiyono (2007:330) triangulation is aim is not determinate the truth about some social phenomenon, rather than the purpose of triangulation is to increase one's understanding of what ever being investigated. William Wiersma in Sugiyono (2007:372) also stated that triangulation is the qualitative cross-validation. It assists the sufficiency of the data according to the convergence multiple data source or multiple data collection procedure. Data triangulation relates to the use of variety or information including time, space, and person in a research. Data triangulation is the process rechecking and comparing information by writer which obtained in the different source, to get the data, the writer will compare observation data with and interview data. After find the result of the research, the writer will apply data triangulation by interviewing 3 more students out of the students as the object of the study. The writer also plans to interview one more teacher to get the data triangulation.

