CHAPTER II
LITERATURE REVIEW

A. Literature Review

1. The Definition of Vocabulary

According to Hebert and Kamil (2005, p.3),vocabulary refers to the understanding of word meanings. Vocabulary also refers to a list or set of terms for a certain language or a list or set of words that individual speakers of a language may employ Hatch & Brown, (1995, p.1). Vocabulary items are a list of words that must be defined and memorized, but vocabulary forms are regarded as playing a vital part in contextualized, meaningful language Brown, (2001, p.377).

2. The Importances of Vocabulary

Vocabulary development is critical for those learning English as a foreign language as well as a second language. According to Tozcu and Coady(2004, p.473), acquiring vocabulary is a key element of language two and foreign language acquisition and academic performance, and it is critical to reading comprehension and competence, which are inextricably related. The process of learning vocabulary, according to Grauberg (1997, p.15), consists of four stages:

a. Discrimination

This is the first stage. It involves the ability to distinguish sounds and letters from those nearby as well as from the sounds and letters of related words while listening and reading, as well as maintaining them distinct when speaking and writing. As will be illustrated later, failure to differentiate is a common mistake. Understanding meaning

This entails comprehending the meaning of the foreign word or phrase. Often, this is easy because the term may be directly associated with its referent or because there is an analogous word in English.

b. Remembering

Following the introduction and explanation of new content, the next stage is to guarantee that it is retained. Once students have figured out what a term means, they have little incentive to pay attention to it anymore, and it is quickly forgotten.

c. Consolidation and extension of meaning

If learning new words were an instantaneous process, and if the presentation was the only essential element involved, words would not be lost and would not need to be relearned. However, it appears that words are absorbed gradually over time and that they only become completely integrated into the learner's pool of words when he can use them with the same fluency that characterizes the words he employs in his home language according to Grauberg (1997, p.22). It takes time to develop vocabulary commands. If one attempts to examine this process by linking it to a linguistic description of vocabulary learning, pronunciation and spelling are likely learned first, followed by control over morphological forms and syntactic connections, and finally full semantic knowledge.

a. Message

Messages are another key aspect of the speaking process. Messages in speeches are very important to inform everything the speaker does to the speech or the thoughts they give to the audience when talking about a particular topic. The subject of the speech this is very important for the information and the steps that speakers must take to make simple meaning in a vocabulary, messages when the speaker conveys information to the Audience. The message can be long, like the President's State of the Union address, or short, like a five-minute class address.

b. Context

Speech is essential because it helps you to connect with your reader and establish a relationship with them. It facilitates the direct expression of your point of view, making it easier to understand.It allows you and others to be more

creative. The speech context is the method through which individuals communicate and convey messages orally or vocally. It can be interpersonal, where you can converse with other individuals. Intrapersonal communication occurs when you talk to yourself, most notably when you are thinking of making a choice.

The two kinds of speech contexts; first, speech These are personal, informal, consultative, formal. Each style specifies what language or terminology should be used or observed. The second type of speech context is interpersonal on speech refers to communication that focuses on one individual and in which the speaker serves as both the sender and the recipient of messages.

Speech on context is important because it helps you connect and create a relationship with the reader. It helps you communicate your point of view making it easier to understand. It allows you and others to be more creative. Context is important because it tells you, the receiver, how much weight to give something, what assumptions you make (or not make) about what is being communicated, and, most importantly, it gives meaning to the message.

Speech on context refers to the conditions that constitute the background of an event, concept, or remark in such a manner that readers may grasp the story or literary work. To create ideas, it is important to give knowledge, new concepts, and words in writing. This information is referred to as context. Context is important because it tells you, the receiver, how much weight to give something, what assumptions you make (or not make) about what is being communicated, and, most importantly, it gives meaning to the message.

Speech on context refers to the conditions that constitute the background of an event, concept, or remark in such a manner that readers may grasp the story or literary work. To create ideas, it is important to give knowledge, new concepts, and words in writing. This information is referred to as context. The reason you are speech is referred to as the situational speech on context. Consider the situational context to be the occurrence itself. The actual location and time in which you talk are referred to as the environmental context. Consider the environmental context to be the event's time and location.

The sentences that surround the word "read" are an example of context since they assist the reader to discern the tense of the words and create a vocabulary with synonym terms. The history surrounding Shakespeare's King Henry IV is an example of context.

c. Interference

The speaker hopes that his or her speech will be comprehended by the audience. However, there are times when some impediments enter the message and hinder listeners from hearing what was stated. This is interference, which you may have heard referred to as "noise".

The speaker must prepare for a performance on speech. These disorders can be in the form of mental, physical, vocabulary disorders, or materials on speech. Mental disorders occur when the listener is not fully focused on what they hear for themselves mind or even they do not master the vocabulary. The second form of interference is a physical disorder, this is the voice in literal feel-someone coughing behind you during speech or the sound of the lawnmower outside the class window. You probably cannot hear the speaker because of the surrounding ambient noise.

The last form of intervention is vocabulary. This type of disturbance occurs when students who do not know many of the vocabulary or synonyms of the vocabulary in their English may have varying degrees of difficulty understanding the meaning of the vocabulary in English on speech messages.

d. Feedback

The last component of the speech process is feedback. While some might assume that the speaker is the only one who sends a message during the show, the reality is that listeners in the audience send the message itself, which is called feedback. Often like this, the speaker knows if they send an effective message. Sometimes feedback from listeners comes in verbal form – questions from the audience or angry response from listeners about the key points presented. However, in general, feedback during presentations is usually nonverbal-student nods his head in agreement or look listeners are confused. An observant speaker

will scan the audience for these forms of feedback, but keep in mind that nonverbal feedback is are often more difficult to detect and decipher.

In general, all of the above elements are present during the show. However, you may be wondering what the process is like some students consider public speaking to be a linear process—the speaker sends messages to the listener in a simple straight line, Listener sends its message back to the speaker, so maybe the process is better represented as round. Add a little distraction and put down examples in context, and you will get a better understanding of the speech process.

3. Nature of Speech

There are many definitions of speech. According to Verderber (1991), while informational speaking is not the most engaging type of speech, it is the most prevalent. Many institutions require students to take speech or presenting lessons as part of their foreign language education. Speech is the most commonly utilized in public speaking. According to Verderber (1991), illuminating speaking is the most prevalent type of speech, even though it is not the most entertaining the instructor should give students the most opportunities to speak, let them talk more, comment with positive reinforcements, deliver appreciation, do not redress students' mistakes directly, give the vocabulary hand that the students require in speech execution, diagnosed issues confronted by the understudies, and given more chances to hone the spoken speech Kayi (2006).

on speech needs discussing the intended meaning and modifying one's words to get the desired effect on the listener O'Malley and Pierce (1996). It entails predicting the listener's reaction and explaining one's own and others' intentions, and getting at the closest feasible match between intended, perceived, and expected meanings on vocabulary Kramsch (2001). on speech incorporates the interaction between speakers and audience or among students, depending on how classroom activities are structured. According to Mac Donough in (Pradana, 2006, p. 27), there is an aim on speech in activities, which is to express something in the speaker's thoughts on speech.

4. Benefit practice on speech to develop vocabulary

According to Xayitova (2021), human listeners derive meaning from auditory information via intermediary processes involving abstract representations of what was heard. The majority of people who research the process of speech agree that nearly all speech has many key components. In this article, we have used the following words to describe these components:

In a speech, the speaker is the most important first factor in the speech process. There is no process if there is no speaker. A speaker is simply someone who gives or delivers a speech. The speaker might be someone who uses speech to convey information and can expand their vocabulary by using vocabulary synonyms. Ceremony events, speech contests, and speech subject learning exercises are examples. Each of these persons uses their unique thoughts to transmit spoken information to a larger audience. Most speakers would agree that one of the major reasons they speak is to make the audience understand.

5. Conceptual framework

Teachers want effective techniques for learning speech that are beneficial for growing vocabulary because students sometimes find it difficult to recall language and practice for their views while speaking in public or class. As a result, teachers can utilize speech activities to help students improve they are on vocabulary. Based on students' opinions, this study seeks to assess the benefits of utilizing speech to build vocabulary in class. It is critical to acquire vocabulary in speech practice in the classroom.

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