

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer would like to review some theories that are relevant to this thesis. Some points that will be discussed by the writer are : The definition of Vocabulary, The Types of Vocabulary, Strategy to Teach Vocabulary, Vocabulary in the Classroom, Principle of teaching and Learning Vocabulary: followed the Definition of Picture Word Inductive Model (PWIM), The Benefit of PWIM, Teaching Vocabulary through PWIM, The Strength of the PWIM.

A. Vocabulary

1. The Definition of Vocabulary

Vocabulary is important in doing communication both in spoken and written. It is used to express our idea, feeling, and think or information to people. Richard and Renandya (2002: 255) states, "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write". It means that vocabulary is a basic language element that determines where people can do speak, listen, read, and write well or not. When someone has a lot of vocabulary, usually someone will be easy in doing communication to the other people.

Vocabulary is necessary to present the types of vocabulary when one speak to other, he needs some words to express his idea, desire, or when

he listen, he must be able to catch the meaning. Gains ruth and Redman (1986: 64-65) said that “receptive vocabulary as language items which can only be recognized and comprehended in the content of reading, listening material, and productive vocabulary as language items which the learner can recall and use appropriately is speech and writing”. It means that vocabulary can be received from reading content and material of listening. And vocabulary will we use when we are writing and speech.

Vocabulary cannot be separated from the language. It means that vocabulary is the important part of language, without vocabulary the language cannot be received or sent because vocabulary is the main part of the information itself. Vocabulary can be defined as sound that expresses a meaning and forms an independent unit in a language. It can be said that vocabulary is the smallest unit of speech that processes individual meaning to speak and can be used to interact by one to another and vocabulary can be said as a group of words on certain language as a part in teaching and learning process in a foreign language.

Based on the explanation above, it can be concluded that vocabulary is the basis of learning the language and it is very important in learning English. Vocabulary should be taught especially for foreign language teaching-learning activity, because even the students mastered grammatical form they could not do the communication in the foreign language without mastering vocabulary. To master a language is not easy

because some aspects of language are not easy to learn, it is impossible to learn a language without mastering the vocabulary before.

2. The Types of Vocabulary

English vocabulary is classified grammatically. There are two classification of word classes or part of speech, they are open class and close class. The open class in here included: noun, verb, adjective, and adverb. Close class included: preposition, conjunction, pronoun, and determiner. Thornbury (2002: 3) states that English word fall in to of eight different word classes. Those are: noun, verb, adjective, adverb, pronoun, prepositions, conjunction, and determiner.

Types of vocabulary can be explained as follow:

a. Noun

Noun is the name of something: a thing or a person, or a place, or even a feeling or state of mind. For the example: man, conference, chair, tree, Monday, Elisa, school, happiness, agreement, etc. In addition, noun can be classified into three parts, those are:

1) Proper Noun

A proper noun refers to someone to something specific and capitalized, for example: Indonesia, Jakarta, July, December, etc.

2). Collective Noun

A collective noun refers to a group or person or things that is generally thought as one unit, for example: family, animal, class, etc.

3). Count Noun

A count noun refers to name of persons, things, places, or ideas that can be counted, for example: two girls, books, four tables, etc.

b. Verb

Verb expresses action, events, process activities, etc a good sentence must contain at least one verb, for example: write, run, read, wash, dance, sing, sweep, etc. Verb is very important, it caused by there is no way to have a sentence without them inside. According to Rozakis (2003: 12-13) there are three basics of verb:

- 1) Action verbs, tell what the subject does. The action can be visible (jump, kiss, laugh) or mental (think, learn, study).
- 2) Linking verbs, join the subject and the predicate. They do not show action. Instead, they help the words at the end of the sentence name or describe the subject. The most common linking verbs include: be, feel, grow, seem, smell, remain, appear, sound, stay, look, taste, turn, become, look for forms of to be, such as am, are, is, was, were, and so on.

- 3) Helping verbs, are added to another verb to make the meaning clearer. Helping verbs include any form of to be, do, does, did, have, has, had, shall, should, will, would, can, could, may, might, must.

c. Adjective

Adjective is defined as a word that gives more explanation about noun or pronoun. Adjective can be used before noun. Rozakis (2003:4-5) asserts adjectives are words that describe nouns and pronouns. There are five kinds of adjectives:

- 1) Common adjectives describe noun or pronoun, such as *strong, green, etc.*
- 2) Proper adjectives are formed from proper nouns, such as *California* vegetables (from the noun “California”).
- 3) Compound adjectives are made up of more than one word, such as *far-off* country, *teenage* person.
- 4) Articles (special type of adjective). There are three articles as follow: *a and an* called “indefinite articles” because they refer to general things. We can use *a* with consonant sounds and *an* before vowel sounds; the is called a “definite article” because it refers to a specific thing.
- 5) Indefinite adjectives do not specify the specific amount of something, such as *all, another, any, both, each, either.*

d. Adverb

Adverb is a word that adds meaning to any other word, except a noun or pronoun. There are five kinds of adverbs as follow:

- 1) Adverbs of time, tell us when the action of the verb does or does not occur.
- 2) Adverbs of place, tell us where the action of the verb does or does not happen.
- 3) Adverbs of manner tell us the way in which the action of the verb does or does not happen.
- 4) Interrogative adverbs are the question words that apply to the verb in a sentence.
- 5) Comparative adverbs follow a similar pattern to comparative adjectives.

e. Pronoun

A pronoun is often defined as word which can be used instead of noun. We use pronoun very often, so that we do not have keep on repeating a noun. According to Jackson (2005:17), pronouns mainly substitute for nouns and include: the personal pronouns (I, me, mine, etc.), reflexive pronouns (myself, ourselves, themselves, himself, etc.), indefinite pronouns (everybody, nothing, etc.), relative pronouns (who, whose, which, etc). Dykes (2007:35) also adds that pronouns are the words that we use in place of nouns; we use pronouns to make clear what we

are talking about, while avoiding confusing or clumsy repetition. Then, Rozakis (2003:10-12) says that a pronoun is a word used in place of a noun or another pronoun. He said there are eight kinds of pronouns as follows:

- 1) Personal pronouns refer to a specific person, place, or thing;
- 2) Possessive pronouns always show ownership. The possessive pronouns are your, yours, his, hers, its, ours, their, theirs, whose.
- 3) Reflexive pronouns add information to a sentence by pointing back to a noun or pronoun near the beginning of the sentence. Reflexive pronouns end in -self or -selves.
- 4) Intensive pronouns also end in -self or -selves but just add emphasis to the noun or pronoun.
- 5) Demonstrative pronouns direct attention to a specific person, place, or thing. There are only four demonstrative pronouns: this, that, these, those.
- 6) Relative pronouns begin a subordinate clause. There are five relative pronouns: that, which, who, whom, those.
- 7) Interrogative pronouns ask a question. They are: what, which, who, etc.
- 8) Indefinite pronouns refer to people, places, objects, or things without pointing to a specific one.

f. Preposition

According to Jackson (2005:18) said that prepositions relate a noun to other parts of a sentence. For example, in the garden, under the sofa, after the lecture, because of the delay, during the night. Prepositions are words, usually small, that typically indicate information about direction, location, or time. Then, Dykes (2007:71) add that the word „preposition“ is from the Latin word *praepositio* meaning „placed before“ or „in front of“ as follow on, in, under, behind, etc. The preposition links the complement to some other expression. If it links the complement to the rest of the sentence or clause, the prepositional phrase may be placed in any of various positions. There are only a small number of preposition in English, for examples are at, from, in, on and to.

g. Conjunction

A conjunction is a linking word such as and, or, but. Conjunctions are used to connect two words, sentences, phrases or clauses together. A conjunction may link two or more than two words or sentences. Conjunctions join elements, mainly clauses, together in a sentence; they include: *and, or, but; while, whereas, although, if, that, when, so that, because*, etc. (Jackson, 2005:18). According to Dykes (2007:73) point out that conjunction divided into two parts, such as:

1) Coordinating conjunctions

Coordinating conjunctions such as *and*, *but* and *or* are used to join two or more different things, for example: Bread *and* butter, tea *or* coffee. I went to the Pasir putih beach *but* (*and*) my brother stayed at home.

2) Subordinating conjunctions

As the name, this conjunction join a subordinate clause to a main or principal clause, so they should be taught in more detail later, along with the section on clauses. However, it is good for students to be able to classify them at this stage. The students can recognize them as joining two parts of a sentence, for example: Tom had stomach ache, *because* he ate too many mangoes.

h. Interjection

Rozakis (2003:7) states that interjections show strong emotion. Since interjections are not linked grammatically to other words in the sentence, they are set off from the rest of the sentence with a comma or an exclamation mark, such as: Goodness!, Oh!, Wow!, etc.

In this research, the researcher can make the students easier to learn about new vocabulary especially noun because as we know some of students could not master the words what they had studied.

B. The Teaching of vocabulary

1. The Strategy to Teach Vocabulary

It is important to choose the most appropriate strategy to teach our students a new vocabulary. The teacher has to know what are the students want. For example, the teacher can use topic from the students, their knowledge of their experience. The teacher should use explicit vocabulary instruction and connect new words to students' prior knowledge and experiences. Although all students need direction in vocabulary, it is especially imperative for them. They must be provided with strategies for remembering new words. By using PWIM strategy, usually students are more interested and can comprehend the vocabulary easier. Calhoun (1998) said that this model helps students add words to their sight reading vocabulary, as well as their writing vocabulary, and also discover phonetic and structural principles present in those words.

2. Vocabulary in the Classroom

There are some techniques in teaching vocabulary in the classroom. It depends on the teacher in the using of their method in the classroom.

a. Semantic network

Semantic network consist of word which contains semantic feature or semantic component.

b. Memorization

Students usually have difficulty in memorizing a new vocabulary. By using Picture Word Inductive Model, students can memorize the new vocabulary easier.

c. Context

Developing vocabulary can be managed through inferring word meaning from context. Because guessing word meaning from its context is quite possible.

d. Definition clues

The most obvious type of context clue is a direct statement of the meaning of a new term by an author. Students should notice the various types of definition clue, such as sentence using be synonym and etc.

According to Scrivener (1994:75) point out that in classroom there are five roles of vocabulary in the classroom, they are:

- a. Vocabulary is very important and needs to be deal with systematically in its own right.
- b. The learner will be difficult to finish the work, if they have first met some new vocabulary
- c. Training in the use of English – English dictionaries provides learners with a vital tool for self – study.
- d. We need to distinguish between vocabulary for productive use and for receptive recognition.

- e. We need to deal not only with single word lexical items but also with longer, multi word items.

3. The Principles of Teaching and Learning Vocabulary

There are some principles of teaching and learning vocabulary. As a teacher, we have to consider what the principles of teaching and learning vocabulary. They are aim, quantity, need, frequent exposure and repetition, meaning presentation and situation presentation (Michael, 1982: 27-30):

a. Aim

The teacher has to be clear about his or her aims: how many of the things listed does the teacher expect the learner to be able to do? And which word?

b. Quantity

The teacher may have to decide on the number of vocabulary items to be learnt. Many words in a lesson can students learn, but if there are too many words, the students may become confused, discouraged, and frustrated.

c. Need

The teacher may have to choose the vocabulary that will be taught on the students. The students are put in a situation where they have to communicate and get the words they need it.

d. Frequent exposure and repetition

It is seldom, however, that we remember a new word simply by hearing at the first time. Michael J. Wallace says, “There has to be a certain amount of repetition until there is evidence that the student has learned the target word”.

e. Meaning presentation

Michael (1982) states that the teacher must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning- although, meaning“ involves many other things as well. This requires that the word is presented in such a way that its denotation or reference is perfectly clear and unambiguous.

f. Situation presentation

Michael (1982) states that the choice of words can vary according to the situation in which we are speaking and how well we know the person, to whom we are speaking. So, students should learn words in the situation, in which they are appropriate.

C. Picture Word Inductive Model

1. The Definition of Picture Word Inductive Model

Picture Word Inductive Model (PWIM) is the strategy in teaching vocabulary that has been developed by Calhoun in 1988. Joyce, Weil, and Calhoun (2011: 148) state that PWIM is the strategy in writing and reading by using think inductively to correlate words with pictures. This strategy

will make students easy in adding new vocabulary through reading and writing, so they will add some words or new vocabulary from their sight through the picture by correlating their mind and their sight of the picture.

Based on the definition from the expert above, we can conclude that Picture Word Inductive Model is the strategy which involves inductive process where the students look for the sign and then use it to identify the meaning of the picture more broadly. It can say that this process is different with deductive process where meanings and roles that is given to the students to apply it in doing the task.

2. The Benefits of Picture Word Inductive Model

There are many benefits of using Picture Word Inductive Model as the strategy of teaching vocabulary. The following list of advantages of the PWIM is drawn from Calhoun (1999) that

- a. The strategy emphasizes phonics, grammar, mechanics, and usage of Standard English.
- b. Pictures provide concrete referents for the learning of new words, phrases, and sentences.
- c. Because students are using pictures related to content material under study, they feel a part of the classroom community and can participate in class activities.

- d. The picture word chart serves as an immediate reference to enable students to add these words to their sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery).
- e. Students are assisted in seeing the patterns and relationships of the English language, enabling them to apply this learning to newly encountered words.
- f. Students hear and see words spelled correctly and participate in the correct spelling and writing.
- g. Learners benefit from the teacher modeling of the key words and concepts. With extensive practice, they can begin to learn how to create sentences and paragraphs related to the subject under study.

3. Teaching Vocabulary through Picture Word Inductive Model

Teaching vocabulary through Picture Word Inductive Model is very essential for the students, because Picture Word Inductive Model is not only teaches easily the new English vocabulary but also the students can learn new vocabulary in different class word. So, they can learn new vocabulary and determine the class word of every new English vocabulary. There are some steps in teaching vocabulary included in (Bruce, 2009; 165-166):

a. Select a picture

The first step is the teacher chooses the picture. It is more effective if the teacher chooses the picture about the common picture or the picture which most liked by the students.

b. Ask the students to identity what they see in the picture

Ask the students to identify the activities or thing based on what they see in the picture for example there are scenery, field, house etc.

c. Label the picture parts identified. (Draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then to pronounce it.)

After identifying the activities or thing what they see in the picture, the students. Draw a line from the identified object or area.

d. Read and review the picture word chart aloud.

After draw a line from identified object or area then say the word, write the word; ask students to spell the word aloud and then to pronounce it.

e. Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.

f. Read and review the picture word chart (say the word, spell it, and say it again).

g. Add words, if desired, to the picture word chart and to the word banks.

- h. Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.
- i. Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.
- j. Read and review the sentences and paragraphs.

4. The Strength of the Picture Word Inductive model

The strength of the Picture Word Inductive Model according to Calhoun (1999) that are:

- a. Students hear the words pronounced correctly many times and the picture word chart is an immediate reference as they add these words to their sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery).
- b. Students hear and see letters identified and written correctly many times.
 - 1) Students hear the words spelled correctly many times and participate in spelling them correctly.
 - 2) In writing the sentences, the teacher uses Standard English and uses correct punctuation and mechanics (e.g., commas, capital letters). So that the students can learn how to use the correct grammatical from their teacher.

D. Previous Study

The previous study is the thesis entitled “*The Use of Picture Word Inductive Model to Enhance Vocabulary Mastery (A Classroom Action Research of the Second Grade Students of Vocational School of Al Falah Salatiga 2013/2014).*” Written by Siti Marfu’ah (English Department of Educational Faculty, State Institute of Islamic Studies Salatiga, 2014).

The researcher says that the aims of her research were to describe the procedure of teaching vocabulary by Picture Word Inductive Model of the second grade students of vocational school of Al Falah Salatiga in the academic year of 2013/2014, to find out whether the Picture Word Inductive Model can improve students vocabulary mastery or not and to find out the extent of the use of Picture Word Inductive Model to improve students’ vocabulary mastery. The research method that the researcher uses is Classroom Action Research. The subjects of the research are 24 students in grade XI TO B at vocational school of Al Falah Salatiga. The researcher uses two cycles, each cycle consists of planning, action, observation, and reflection. The result of her research shows that there is an improvement of the students’ vocabulary mastery using picture Word Inductive Model. It can be seen from t-test calculation in cycle I is 6.95 and cycle II is 9.4: t-table with $n = 24$ was 2. 07. This indicates that by applying Picture Word Inductive Model, the students’ vocabulary mastery can be improved.

The second previous study is conducted by Ni Putu Indah Kartika Sari with the thesis entitled “Improving Vocabulary through Pictures Based

Memory Words Game to the Fourth Grade Students of SDN 17 Dauh Puri in Academic Year of 2012/2013.” She is a student from English Department, Faculty of Teacher Training and Education, Mahasaraswati Denpasar University, Denpasar, 2013.

She states that the objective of her research is improving vocabulary through pictures based memory words game to the fourth grade students of SDN 17 Dauh Puri in academic year of 2012/2013. In this research, the teaching and learning processes are divided into two cycles where each cycle consists of two sessions. The obtained data are collected through pre-test, post-test, and questionnaire which are analyzed descriptively. The researcher shows that there is significant difference of the grand mean figure between cycle I and cycle II, it was about 31.12. The grand mean of post test in cycle I was 49.94 and in cycle II was 81.06. These findings shows that pictures based memory words game could improve vocabulary mastery of the fourth grade students of SDN 17 Dauh Puri in academic year of 2012/2013.

The similarity between their research and my research is that the research focuses on improving vocabulary mastery. Then the differences between their research and my research are the first researcher used Picture Word Inductive Model strategy in teaching the second grade of vocational school, and the second researcher used pictures based memory words game as the media in teaching fourth grade of elementary school. While the researcher uses Picture Word Inductive Model as a strategy in teaching vocabulary to second grade of junior high school or Madrasah Tsanawiyah.