

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. There are some points that will be discussed in this chapter. Those are the definition of vocabulary, teaching vocabulary, teaching media, definition of flash card, and the previous study.

A. Vocabulary

This study is about teaching vocabulary. Therefore, it is important to review on related literature about vocabulary. It will explain the definition of vocabulary, the types of vocabulary, the kinds of vocabulary and the importance of vocabulary mastery.

1. Definition of Vocabulary

The first way to learn English is mastering of vocabulary. Vocabulary is the significance component in learning English. It is because to each four skills of English need vocabulary mastery. If we master many vocabularies, we can be easy to understand other when we have conversation. Those four skills of English are listening, speaking, reading and writing. In learning the four language skills (listening, speaking, reading and writing), vocabulary is one of basic components which has to be mastered. In fact, to learn the four language skills, the students need knowledge of new words because they will get nothing

without vocabulary. Without having a good vocabulary, the students can not make meaningful sentences in communication or written. They can express their ideas in sentences better if they have good vocabulary mastery and they can not use English well if they are low in vocabulary mastery. Richards and Renandya (2002:255) also define that vocabulary is a core component of language proficiency and provides much of the basis for how well students speak, listen, read and write.

Vocabulary is an important component of all languages because vocabulary will give impact when we learn the skills and the other components. When the learners learn new vocabulary, they must know the meaning of words. As part of the language system, vocabulary is more than list of target language words. Based on Richards (2001:4) defines vocabulary as one of the most obvious components of language and one of the first things applied linguistics turned their attention to. It includes adjective, adverb, verb, noun.

From the definition above, the researcher can conclude that the definition of vocabulary is important part of language, in which collection of words to processed by language and gives meaning if we use the language. Vocabulary is an important aspect in our life. If we have a lot of number of vocabulary, we will have confidence in using language. By mastering the vocabulary, we can communicate to other people easily. If the vocabulary is rich, the communication will be good

too, in both, spoken or written. In return, will be no misunderstanding between the writer and the reader or the speaker and the hearer.

2. The Types of Vocabulary

According to Miller (2000:178), there are different types of vocabulary. Those are listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.

a. Listening Vocabulary

Listening vocabulary is all the words that can be recognized when listening to speech. This vocabulary is all aided in size by context and tone of voice. Some people may still know words which they do not expose before using cues like tone, gesture, the topic and social context of conversation.

b. Speaking Vocabulary

Speaking vocabulary is all the words which can be used in speech.

c. Reading Vocabulary

Reading vocabulary is all the words that can be recognized when reading text. This is generally the largest type of vocabulary simply because the reader tends to be exposed more words by reading than by listening someone speaks.

d. Writing Vocabulary

Writing vocabulary is all the words that can be employed in writing. Many written words do not commonly appear in speech, the writers generally use a limited set of words when communicating.

According to Nation (2001:24), vocabulary has been divided in the specific reference, such a word as receptive vocabulary and productive vocabulary.

Receptive vocabulary means that knowing a word involves being able to recognize it when it is heard or when it seen an having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right. Then, the productive vocabulary means that knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represent and being able to think of suitable substitutes for the word if there any.

Meanwhile, Hadfield (2008:45) divides vocabulary into two kinds of vocabulary, there are :

- a. Productive (active) vocabulary is words that they are able to produce themselves.
- b. Receptive vocabulary (passive) is words that they understand but may never produce.

Based on Murcia (1993:76), we have a much more receptive vocabulary than a productive vocabulary because receptive

vocabulary consists of the words comprehension when reading and listening.

3. The Kinds of Vocabulary

Jackson (2002:28) divides vocabulary into two kinds, there are :

a. Active vocabulary

Active vocabulary is words which are used in speaking and writing. It means that the stock of words that a person actually uses in his own speech or writing.

b. Passive vocabulary

Passive vocabulary is the words that can be recognized and can make sense in the speech and writing of other people. It means that the words that the students recognize and understand when they occur in context or students need someone to do something to help them recall the words meanings.

Based on Nation (2001:11) states that we can distinguish four kinds of vocabulary in the text, those are :

a. High-Frequency Words

High-frequency words is vocabulary which mostly appears in text. There is a small group of high frequency which is very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of the language.

b. Academic Words

The text is from academic textbook and contains many words that are common in different kinds of academic text: policy, phase, adjusted, sustained. Typically these words make up about 9% of the running words in the text.

c. Technical Words

The text contains some words that are very closely related to the topic and subject of the text. These words include indigeous, regeneration, pod carp, beech, rimy, and timber. These words are reasonably common in this topic area but not so common elsewhere. As soon as we see them, we know that topic is being dealt with. Technical words like this typically cover about 5% of the running words in a text.

d. Low-Frequency Words

This grup is included words like zoned, pioneering and perpetuity, aired and pastoral. They make up over 5% of the words in an academic text. There are thousands of them in the language, by far the biggest group of words. They consist of the technical words for other subject areas, proper nouns, words that almost include the high-frequency list and words that we rarely use in the language.

4. The Importance of Vocabulary Mastery

In learning the four language skills (listening, speaking, reading and writing), vocabulary is one basic component which should be mastered. Vocabulary mastery means the students have ability in understanding and using vocabulary. Without vocabulary mastery, learning a language becomes a very hard thing to do. The large the students master vocabulary, the better their language perform. If the students have limited vocabulary, they will find difficulties in mastering four language skills.

The process of vocabulary mastery is not simple because vocabulary has some components, mastering one vocabulary item should mean mastering vocabulary components. The vocabulary mastery can not be done spontaneous but it must be done step by step. Vocabulary is very important. Mastering vocabulary will facilitate someone in using language in communication. Mastering vocabulary would be useful because it will be :

- a. Easy to make communication with different topic freely.

For example: If we want to discuss about one topic, such as: holiday.

We must know the vocabularies that are concerned with the holiday.

- b. Easy to learn language.

For example: If we read a text or book in English, we must understand the meaning of vocabulary in the text or book.

- c. Easy to understand what the people are talking about.

For example: When we listen the conversation in English, it is necessary for us to know what the people are talking about and it is only done if we know the vocabulary in the conversation.

B. Teaching Vocabulary

Teaching is the process of transferring knowledge or information from the teacher to the students. According to Brown (1994:7), teaching is showing and help someone to learn or to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or to understand. Based on Harmer (1991:23), teaching vocabulary is clearly more than just presenting new words. It means that to make the students enjoy and active in learning vocabulary, the teacher should know their characteristics. At last, the teacher can choose suitable methods or technique to teach vocabulary.

According to Nunan (2003:135) there are four principles for teaching vocabulary:

a. Focus on the most useful vocabulary first

The most useful vocabulary that every English language learner needs whether they use the language for listening, speaking, reading and writing or whether they use the language in formal and informal situations.

- b. Focus on the vocabulary in the most appropriate way

The teachers need to clearly distinguish the way they treat high frequency words from the way they treat low frequency words.

- c. Give attention to the high frequency words across the four strands of a course

High frequency vocabulary needs to occur in all four strands of a course. High frequency should also be fluently accessible for receptive and productive use.

- d. Encourage learners to reflect on and take responsibility for learning

The learner must be responsible for their own learning, that requires (1) knowledge of what to learn and the range of options for learning vocabulary, (2) skill in choosing the best options, and (3) the ability to monitor and evaluate progress with those options.

C. Teaching Media

This part will discuss about the definition of media, the function of media, the benefits of media, and the kinds of teaching media.

- 1. Definition of Media

Media is one of components in teaching. Media is a mediator of communication. It is supported by Arsyad (2006:4) who points out that media is a tool that passes on or delivers learning orders. It means that media is all kinds of channel that one used for sending information or message. *Association for Education and Communication Technology*

(AECT) defines all forms of media that is used for the information distribution process. It means that the media is a tool is that is used for distibuting information from communicator to others.

Hamalik (1989:12) difines media is a tool, method, and technique which are used into streamline of communication and interaction between teacher and students in education and teaching process at school. According by Usman and Asnawir (2002:11), media is something that delivers the message and can stimulate thoughts, feelings, and willingness audience (students) so as to encourage the learning process in itself. Teaching media is a learning instrument which is used by teacher in the teaching and learning process in the classroom. It is expected that the teacher can deliver the instructional material easily. Use creative media can make the students more interest in learning and can increase their performance which is appropriate to the goals of learning. By using media the students are not bored with the situation in the classroom or outside the classroom. They can feel enjoyable in learning.

2. The Functions of Media

Based on Usman and Asnawir (2002:24), the media has some functions in teaching and learning process, those are :

- a. To help students is easy in study and help the teacher in teaching process
- b. To give a real experience
- c. To make the teaching and learning more interesting

- d. To arouse the theory with reality
- e. To mak all of students' sensory active
- f. To make the students more interest in learning

3. The Benefits of Media

Sudjana (2005:2) difines the media can highten the students learning process. The benefits of media in teaching and learning process are :

- a. The teaching can be more interesting to students, so it can motivate them to study
- b. The materials of teaching can be more explicit, so its easier to be understood by students
- c. The method of teaching can be more variation, so the students are not bored and the teacher does not waste his/her energy
- d. The students can do more activity because they do not just listen explanation from the teacher.

4. The Kinds of Media

The kinds of teaching media will influence the teaching learning process because the media is important to use in teaching and learning process. The teacher should select media which is suitable with the teaching objectives. Generally, there are some kinds of media. There are some choices of media for the teacher to use in teaching and learning process. It is supported by Suyanto (2010:102) who points out that the kinds of teaching media can be divided into three categories, those are :

a. Visual Media

Visual media is also called as printing media. Visual is connected with seeing. Visual media is a kind of media that can be seen or touched by the students.

The examples of visual media are:

- a. Pictures
- b. Photos
- c. Real things
- d. Map
- e. Miniature charts and graphs.

The visual media that is most used by the teacher are pictures, flash card and real things. The visual media also has advantages and disadvantages. The advantages of visual media is can present the ideas, message or events become real. Then, the disadvantages of visual media is only focus on visual message itself; visual materials are only considered as a media for teacher in process teaching.

Based on Arsyad (2006:30), there are some characteristics of visual media, those are :

- a. Text is real in visual manner, in other hand visual is exceeded based on the room
- b. Text and visual show one way communication and receptive
- c. Text and visual are shown in statically

- d. In developing, this media depends on the language principle and visual perception
 - e. Text or visual can be orientation for the students
 - f. The information can be arranged
- b. Audio Media

Audio media is also called as listening media. Audio is hearing or sound. Audio media is media which delivers messages or information through hearing. It is usually used to listen and understand the passage. It helps the students easy in hearing something.

The examples of audio media are :

- a. Radio
- b. Tape recorder
- c. Cassette recorder
- d. Compact disk (CD)

The characteristics of this media is that they show one way communication, it can stimulate feeling attention to hold teaching and learning process.

Meanwhile, Arsyad (2006:31) mentions the characteristics of audio-visual, those are :

- a. Audio-visual is usually linear
- b. Audio-visual usually presents a dynamic visual

- c. Audio-visual equipment is used in a way predetermined by the designer
 - d. Audio-visual generally oriented teachers with a level of interactive engagement of students low
- c. Audio-Visual Media

Audio-visual media combines audio and visual media, combines between hearing and seeing or sight in delivering message. The audio-visual media needs mechanic and electronic machines to show the audio and visual messages. It should be better because it has two characteristics of audio and visual media. The examples of audio-visual media are :

- a. Video
- b. Movie
- c. Television
- d. LCD projector

The audio visual media has some advantages, it can help and change the teacher rules become easier. Audio visual media also gives opportunity to the learners to practice by themselves and encourages them to know more.

D. Flash Card

In this research, the researcher uses flash card as media. Flash card is a media which is classified as graphic media which is practice and effective.

The definition of flash card is a set of cards bearing information and symbol which is used to help the students to memorize related pictures. Flash card is usually categorised as animal series, clothes, fruits, color, etc.

From definition of flash card on above, the researcher can conclude that flash card has characteristics such as: effective of illustrated card, simple and easy to make it.

According to Suyanto (2010:40), using flash card as media gives many advantages, those are: (1) flash card has a number of uses that can be very simple or elaborate for the person to memorize, (2) flash card has train the students concentration ability, (3) flash card can develop power of memory in right brain.

Meanwhile, the procedure of using flash card by Indriana (2013:138) are:

1. Card already being arranged is shown to student
2. The card is taken one by one after the teacher has done explanation
3. The teacher gives that card to students and asks students about that card
4. The teacher asks students to describe the picture on flash card.

Those are the steps of flash card. In case of teaching vocabulary, using media of flash card is easy. The teacher just explains less the materials and students more enjoy the learning. Using flash card can stimulate students' brain.

E. The Previous Study

Related with the study that the researcher conducted, there are two previous studies that are chosen as the standard to ease this thesis. The researcher summarized previous studies which can be the guidelines for the researcher in conducting the new one, and the way of this research is different from the previous ones. The previous researches that are used by the researcher are:

1. A thesis by Khasanah, a STAIN students in academic year 2009, the title is *Flash Card as Teaching Media to Improve Students Vocabulary In the Seventh of MTsN Pucanglaban Tulungagung in Academic Year 2009/2010*.

She used flash card to improve students in vocabulary. The population of her research was the seventh year of MTs Pucanglaban. Her research used one class to be result and used a classroom action research method. Her finding was about the flash card could improve the students' vocabulary. The improvement can be seen from the increase of the students' assessment from preliminary test, cycle one and cycle two. In preliminary test, just 12 students (40%) passed the preliminary test, while 18 students (60%) students were unsuccessful. There was just one student who got excellent grade. In the first cycle, four students or 14% got less than 65, thirteen students or 44% got passing grade that is 65, five students or 16% got 70, six students or 20% got 75, two students or 6% got 80. In the second cycle, two students only got 60 and four students

got 65. It means that just 6% students failed and 14% students only got the passing grade. Others 24 or 80% students were successful with higher score than passing grade. In the second cycle, there was significant improvement. Her research indicated that the flash card could improve the students' vocabulary.

The differences between her research and this research are in specification of the vocabulary. Her research use classroom action research (CAR) method to find out how the flash card can be employed to improve students' vocabulary, and the research method is pre-experimental design to know any significant difference in vocabulary score of students before and after being taught using flash card. Beside that, her research was conducted with seventh year of MTs Pucanglaban in the academic year of 2009/2010, and this research will do research with seventh grade at SMPN 1 Ngantru in the academic year of 2015/2016.

2. A thesis by Khumaidah, IAIN students in academic year 2010, the title is *The Effectiveness of Using Flash Card in Teaching Vocabulary to the Second Year Students of SDI Qurrota A'yun Ngunut Tulungagung*".

The population of her research was the second year students of SDI Qurrota A'yun Ngunut Tulungagung. Her research used one pre-experimental design in the form of one group pre-test, treatment and post-test. In pre-test was done, there are nobody or 0% who gets poor score, 4 students or 20% who get fair score, 13 students or 60% who get

good score and 5 students or 20% who get very good score. Then, after post-test was done, there are nobody or 0% who gets poor score, there are nobody or 0% who gets fair score, 2 students or 10% who get good score and 20 students or 90% who get very good score. The students' mastery on vocabulary was improved. The result of data analysis (t) is 12 with the degree freedom is 21 students and significant level 5% is 2.08 and 1% is 2.83. It means that the H_0 is rejected and the H_a is accepted.

The differences between her research and this research are in specification of the vocabulary. Her research was conducted with second year of SDI Qurrota A'yun Ngunut Tulungagung in academic year of 2010/2011, and this research will do research with seventh grade at SMPN 1 Ngantru in academic year of 2015/2016.

Based on two previous studies above that are difference with this research. Thus, it was clear that this research did not plagiarize the previous studies but it is used them as guidelines and references in conducting the further research.