

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, it is important to describe the review of related literatures that could be the foundation of this study and in order to give a relevant knowledge in the field. This chapter discusses about the definition of vocabulary, teaching vocabulary, approaches in the teaching of vocabulary, the principles for the teaching of vocabulary, the way to improve vocabulary mastery, definition of flashcards, and using flashcard media in the teaching of vocabulary.

A. The Definition of Vocabulary

In learning language, students need to learn the lexis of the language. They need to learn what words mean and how they are used. Vocabulary is an important element in language. Vocabulary is one of the key to be successful in mastering English. So, in the first step to learn English is learning vocabulary because it is very prominent in language, and it is always taught in language classes. When they do not know how to enrich their vocabulary they often gradually lose interest in learning. Other factors that make some vocabulary more difficult than other are pronunciation, spelling, and meaning. There are some definitions about vocabulary proposed by linguist experts. Hatch and Brown (1995) stated that vocabulary is a list or set of words for particular language or a list or set of words that individual speakers of a language might use.¹ Vocabulary is the total of words in a language or all of known to a person or used in particular book, subject, etc.²

¹ Hatch Evelyn and Brown Cheryl, *Vocabulary Semantic and Language Education*, (Newyork: Cambridge University Press), 1995, 1.

² A S Hornby, *Oxford Advanced Learner's Dictionary-fifth Edition*, (Newyork: Oxford Univercity Press), 1331.

According to Ur vocabulary can be mean as the words we teach in foreign language. It means that vocabulary is written or spoken unit of language as symbol of idea in foreign language for the learners.³ For example, if someone learns new words in foreign language, it means that someone learns vocabulary. The items in vocabulary may be more than a single word, for example post office, mother in law, which expressing a single idea.

Mc Whorter says that vocabulary means the ability to recognize individual words and to associate the other word, vocabulary is the competence or skill in recognizing words and its meaning.⁴ Words are symbols, groups of letter that stand for, or represent, either a physical object or an idea. Recognizing words means knowing its meaning or idea and how they are formed by a combination of letters.

Based on the definitions above, vocabulary can be constructed as a series of words in foreign language to express meaning.

B. Teaching Vocabulary

Teaching vocabulary is clearly more than just presenting new words. It also includes a decision that words should teach the basic of how frequent they are used by speaker of the language.

One of the problems of vocabulary teaching is how to select what words to teach. Dictionary for upper intermediate students frequently may be meaning for a word, and they present a small fraction of all the possible words in language. A general principle of vocabulary selection has been that of frequently. We can decide which words we should

³ Penny Ur, *A Course in Language Teaching*, (Cambridge:Cambridge University Press), 1998, 60.

⁴ Katherine T Mc Worth, *College Reading and Study Skill*, (Glenview Illions Boston: Niagara Country Community College), 1980, 311.

teach on the basis of how frequently they are used by speakers of the language. The words which are most commonly used are the ones we should teach first.⁵

But commonly and usually the way of teaching makes the students lazy and bored. The teacher needs something different to make students interested in which it can motivate them. It is based on the characteristics and attitude of the children that they are curious and often seeks something that the teacher notices then and shows appreciation for what they are doing. We have said that vocabulary teaching is as important of structure, and in the following examples we look at a range of activities which are designed to teach and practice words and their various uses. There are many occasions when some form of presentation and explanation is the best way to bring new words into the classroom. We used pictures to teach the students. Pictures can be board drawings, wall pictures and charts, flashcards, magazine pictures and any other non technical visual presentation. Picture can be used to explain the meaning of vocabulary items.⁶ So, it motivated them, teachers need new something that can be stimulating their curiosity.

C. Approaches in the Teaching of Vocabulary

Vocabulary is the foundation of a language. You cannot advance speaking, writing or another language until the fundamentals of vocabulary was mastered. There are many methods for coming vocabulary to memory. Some strategies are more fun or interested. However, going through the different phases of learning and teaching vocabulary can ensure mastery of both the words as well as the language.

⁵ Harmer Jeremy, *The Practice of English Language Teaching*, (Malaysia: Longman Publishing. 1991), 154.

⁶ Ibid, 155.

Vocabulary development is an important aspect of language development, and a researcher that has been conducted in recent years is very exciting. A variety of studies have proven that appropriate vocabulary instruction benefits language students, especially school age learners. According to Mc Keown and Beck (2003) it is important to use both formal and informal vocabulary instruction that engages students' cognitive skills and gives opportunities for the learners to actually use the words. Formal and Informal vocabulary are words to be brief in used. For example the researcher used formal when people say "she will. And an informal person says "she'll". According to Graves there are two approaches to teaching vocabulary. They are indirect approaches and direct approaches.⁷ Many students with learning and behavior problems are less likely to learn words indirectly than are their average achieving peers. Because of this, directly teaching vocabulary is recommended as an effective approach to improving vocabulary knowledge for poor reader or at risk. In the direct approach to vocabulary instruction, students learn difficult words that are not usually part of their everyday experience through systematic, explicit instruction individual words and words learning strategies.

The students use thinking skills such as analyzing which of two words would be better choice in a sentence. You also want to give students opportunities to use them by planning game or responding to complex question that include the words.⁸

D. The Principles for the Teaching of Vocabulary

⁷ Pearson Educational, *Assessing and Teaching Content Area Learning and Vocabulary Instruction*, (America:Copyright), 1998, 323.

⁸ Caroline T. Linse and David Numan. *Practical English Language Teaching*. Singapore: the MC Graw-Hill Companies. 2006. Page 122

Learning vocabulary is very important in language learning. One of difficulties is focusing on vocabulary. So, the teacher must be creative to improve students' vocabulary. According to Adwin, there are four principles for teaching vocabulary.⁹ They are as follows:

1. Focus on the Most Useful Vocabulary

Some word can be used in a wide variety of circumstances. Others have much more limited use. The word “advertise” has much more limited usefulness. It is still a useful word to know, but there are many more useful words to learn before this one. Teaching useful vocabulary before less useful vocabulary gives learners the best return for their learning effort. The most useful vocabulary that every English language learners needs whether they use the language for listening, writing , reading and writing, or they use whether formal or informal situations. This vocabulary is so useful that it covers around seventy five percent of the running words in academic text and the news paper. Over eighty percent of the running words are novel, and about eighty five percent of the running words in conversation.

2. Focus on the Vocabulary in the Most to Appropriate Way

The first principle looked at what words to teach and learn. This principle looks at how they should be taught and learned. Here we will look at the four most important vocabulary learning strategies of using word parts, guessing from the context, using word cards, and using dictionary. Using word parts to help remember words and using guessing from the context are two very important strategies for dealing with low frequency words. Using word cards involves making small cards and writing the English word on one side and the first language translation on the other. These cards are kept in

⁹ Adwin, *Practical English language Teaching first Education*, (New York: the MC Graw-Hill Companies), 2003, 135-140.

packs of about fifty and are looked at when the learner has a free moment. Learning how to use a dictionary well is another important in which many learners require training and practice. So far we have looked at ways of helping learners with low frequency words.

3. Give Attention to High Frequency Words Across the Four Stands of a Course.

High frequency vocabulary needs to occur in all four stands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating message in listening, speaking, reading and writing. High frequency vocabulary should also be fluently accessible for receptive and productive use.

4. Encourage Learners to Reflect on and Take Responsibility for Learning

There is an important principle that lies behind choosing and learning and that is that learners need to realize that they must be responsible for their own learning. This responsibility requires: knowledge of what learn and the range of option for learning vocabulary, skill in choosing the best option, and the ability to monitor and evaluate progress with those option.¹⁰

E. The Way How to Improve Vocabulary Mastery

There is various ways to improve vocabulary mastery. The teachers may have some techniques to teach it. The techniques here refer to the way of teaching. The successes of teaching learning process depend on not only the teachers and students competence but also the technique of teaching. There are some techniques of teaching vocabulary. The techniques are the unplanned vocabulary teaching and planned vocabulary teaching. Unplanned vocabulary teaching is extemporaneous teaching of vocabulary items that come up without planning in course of lesson, while planned vocabulary teaching where the

¹⁰ Adwin, *Practical English language Teaching first Education*, (New York: the MC Graw-Hill Companies), 2003, 135-140.

teachers goes into classroom with an item or set of vocabulary items that the teacher has decided before hand. The planned vocabulary teaching can be described as “the vocabulary lesson” since the primary objective of teaching activities is the presentation and practice of the lexical item.

According to Gairns there are some techniques used in presenting new vocabulary.¹¹ They are visual techniques, verbal techniques and translation.

a. Visual Techniques

The visual techniques stated by Gairns include two things. They are visual and, mime and gesture

1. Visual

These include flashcards, photographs, blackboard drawings, wall cards, and regalia (i.e. object themselves). They are extensively used for conveying meaning and particularly useful for teaching concrete items of vocabulary such as furniture, and certain areas of vocabulary such as places, professions, descriptions of people, actions, and activities.

2. Mime and Gesture

These are used to supplement other ways of conveying meaning. When teaching an item such as “to swerve”. A teacher might build a situation to illustrate it. It is making use of blackboard and gesture to reinforce the concept.

b. Verbal Techniques

The verbal technique stated includes use illustrative situation. It use of synonym and definition, contrast and opposite, scale, and example of type.

¹¹ Ruth Gairns, *Principles in Learning and Teaching Vocabulary*, (London:Language Teaching Publication), 1991, 73-75.

c. Translation

Translation can be very effective way of conveying meaning. It can save valuable time in teaching process but it seen as boring and traditional. The teacher will find difficulties if the student come from different nationalities.

F. Definition of Flashcard

Flashcard is a kind of reminder cards or cards that are shown a glimpse of the students. Size is flexible depending on the size of the class. If the class size is normally a size 25x20 cm. Cards drawn or written or marked to provide guidance and stimulation for students to think or do something.¹² According to Djamarah and Zain flashcard is a picture card that is used in a manner shown to students quickly.¹³ Flashcards is also a card game that makes reinforcing vocabulary words fun and exciting. Typically flashcards used a rather stiff paper. Flashcards show a picture or a word that consists of devices that are group by type or class. Education flashcards is played in a way to show students quickly.

The purpose of this method is to train the right brain's ability to be able to remember the pictures and words, so that the vocabulary can be trained possessed from an early age. The basis of this method is to see how the students memorize the association between images and vocabulary. So that when students see vocabulary that future, students can remember and pronounce.

¹² Azhar Arsyad, *Bahasa dan Metode Pengajarannya: Beberapa pokok pikiran*, (Yogyakarta: Pustaka Belajar), 2010, 87.

¹³ Syaiful Bahri Djamarah dan Aswan Zain, *Strategi belajar Mengajar*, (Jakarta: PT Rineka Cipta), 2006, 164.