

CHAPTER II

THEORETICAL REVIEW

A. The Nature of Vocabulary

1. Definition of Vocabulary

In learning foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing. In order to communicate well in foreign language, students should get an adequate number of words and should know how to use them accurately. Vocabulary refers to a set list of words for particular language or a list of words that individual speaker of a language might use (Nunan, 1974: 6).

Vocabulary is one of language of components. According to Napa (1991: 6-7) no language exist without it and words are signs or symbols for ideas. They are a means by which people exchange either thought. The more words we learn, the more ideas we should have, and so we can communicate the ideas more effectively.

Another definition of vocabulary is also stated by Kamil and Hiebert. According to Kamil and Hiebert (2005: 3), vocabulary is a set of oral and print words which are mastered by someone in which those are used in the productive and receptive skills.

Hocket in Nunan (1991: 117) says that one of the influential structural linguistics of the day went so far as to argue that vocabulary was the easiest aspect of second language to learn and that it is hardly required formal attention in the classroom.

From the definition above, it can be concluded that vocabulary is the collection of words which are mastered and used by someone to convey and accept an information.

2. Importance of Vocabulary

Vocabulary is one of important language element to learn by the students in order to be able to communicate both orally and written. So, in the English teaching and learning process, English should be taught at the beginning of the lesson so that the students will be able to use them in doing the activities in the lesson.

Vocabulary is also essential in communication with others. If one does not know the meaning of words used by others in communication, he or she will be unable to respond in the communication.

Rivers in Nunan (1991 :117) argues that the acquisition of an adequate vocabulary is essential for succesful language use because the structure and functions of a language cannot be used without an extensive vocabulary. In addition, Nunan (1991: 118) said that the more one's vocabulary develops, the easier it is to add new words – the first ten words are probably the most difficult to learn.

As stated by Aley and Tayebi (2012: 81), vocabulary is the basic component of language proficiency which provides the basic for learner's performance in the both productive and receptive skills of language.

The important role of vocabulary also can be strengthened by the statement of Wilkins in Thornbury (2002: 13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Shukla (2012: 66) also argues that vocabulary should be placed in the centre of language teaching as it plays an important role in creating understanding of language through what a student hears, sees, and reads in the classroom.

Vocabulary is also important to express idea or ask for certain information. If someone lack vocabulary, they will find difficulties in expressing their idea orally or written.

From the previous statements, it can be concluded that the role of vocabulary in English is very important because it is becoming the key of mastering the skills of English. It is known that every skills in English are related to both oral and written communication, and those communications are related to sentence, but there is no sentence without vocabulary.

3. Vocabulary Learning

We are sure that vocabulary is important thing in learning English. According to Lado (1972:1) there are several ways that the learners can learn English vocabulary. They can use these following activities to learn :

a. The dictionary

Obviously, a language student has to have a food dictionary perhaps two, one large and one small. When she has a trouble in catching the meaning of a word, dictionaries can be used effectively if she is ware of words limitation and consult them only to find a quick definition.

b. Notebook

One of the most teaching vocabularies especially to young learners ways to control your new words is to keep a vocabulary note book. You may want to keep small one in your pocket, so that you can write down word wherever you hear or see and a large in desk for study letter on.

c. Educated guessing

Often, especially in reading, you will find words exact meaning. It is not absolutely for you to know in order to understand the sentences.

Therefore, do not run the dictionary every time you meet a strange word.

Wait and see if something else in the context will give you a clue to its meaning.

d. Studies words in families

This is the kinds of study you can easily do yourself, by this we mean list of items that naturally occur together : part of human body, article of clothing, foods and so on. Your vocabulary note book should this list and you can add to them as you find them.

Krasens in Nunan (1988: 129) says that learning is the process and acquisition the end result of vocabulary development.

A traditional vocabulary learning method, thus may or may not be time effective, depending on what activities and technique are included as part of the method, particular activities can enhance motivation, interest, word usefulness, knowledge of word feature and function, and acquisition of vocabulary learning strategies (Hatch and Brown, 1995: 149).

According to Brown and Payne in Hatch (1995: 137) there are five essential steps in vocabulary learning.

a. Encountering new word

The first step for vocabulary learningis encountering new words, which are, having a source for words. The students here included learning new words by reading a books, listening to TV and radio, and reading newspaper and magazines. We seem to learn word more quickly if we have felt a need them in some way.

b. Getting the word form

The second step essential to vocabulary learning appears to be the getting of a clear-image-visual or auditory or both of the form of the vocabulary item. The importance of having a clear image of the “form” of a word becomes apparent when we think about what happens when we try to retrieve words (Brown and Mc Neill, 1996).

c. Getting the word meaning

In getting the word meaning, language learners may also need different kinds of definitions and distinctions depending on the words being learned and the reasons for them. In this step, learners often get close to the meaning of the English words, choosing meanings that have some of the features of the test word, but not all.

d. Consolidating word form and meaning in memory

The fourth necessary step requires the consolidation of form and meaning in memory. Many kinds of vocabulary learning drills, such as flash card, matching exercise, crossword puzzle, etc., strengthen the form-meaning connection.

e. Using the word

The final step in learning words is using the words. It has goal to provide a mild guarantee that words the meanings will not fade from memory after being learned.

4. Teaching Vocabulary

Teaching vocabulary is a complex task, because the teaching includes, besides the meaning of the words, also the pronunciation of the words. A good teacher should use appropriate presentation technique and enough practice for certain words, so that the objective will be achieved. Concerning the presentation technique, a teacher must choose suitable method to teach vocabulary. The teacher has to teach not only the meaning of the words but also use appropriate method for each other aspect of language like spelling, usage and pronunciation.

Basically the aim of teaching English is to make students have four skills namely, reading, writing, listening, and speaking, if we realize with thoroughly, we can also understand how important the function of language as communication tool either verbally or written (Tarigan, 1984: 2).

The main purpose of language teaching and learning is making the learner be able to conduct meaningful communication by using the target language, and vocabulary is realised as the main tool of communication. Therefore, it is important for an English teacher to know the effective ways in teaching vocabulary.

McMarten (2007: 20-23) suggest the following ways of vocabulary teaching :

a. Focus on vocabulary

Teacher should highlights vocabulary within the learning process in order to make the students realise the importance of vocabulary in a language learning. Besides, teacher also has to facilitate them to make the

vocabulary teaching and learning easy to understand by providing clearly marked vocabulary lessons, making practice and regular review for the target vocabulary, and giving list of vocabulary to be learned for the lesson.

b. Offer variety

Teacher can use different ways to present vocabulary including pictures, sounds, cards, and different text types with which students can identify. Offering variety also means catering to different learning styles because some students may use different learning styles for different types of language or in different learning situations.

c. Repeat and recycle

Learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before it can be said that the vocabulary have been learned by them. Therefore, repetition is an important aid in vocabulary learning because it helps the students in remembering and recalling the words taught by the teacher.

d. Provide opportunities to organize vocabulary

The aim of organizing vocabulary in learning process is to make the vocabulary easy to learn. Textbook often present new vocabulary in thematics set as an aid to memory, but there are other types of organization such as real-world groups, language-based groups, and personalized groups.

e. Make vocabulary learning personal

Materials should provide opportunities for students to use the vocabulary meaningfully. Therefore, students should be encouraged to add vocabulary which desired to be learned by them. One note of caution is that personalization may be more appropriate for adult students than young students.

f. Restrict the amount of vocabulary taught in each lesson

Another important point is not to overload students because there are limits to how much vocabulary anyone can absorb in one lesson and this will be affected by how difficult the words are and how much students are required to know them.

g. Use strategic vocabulary in class

Since the classroom may be the main or only place that students hear or use English, it is important to include in lessons the strategic vocabulary such as first, secondly, finally, etc. If textbook does not include this as part of the syllabus, it will be up to the teacher as the most experienced user of English to find ways to introduce this type of vocabulary in class.

5. Criteria of Vocabulary Selection

In teaching vocabulary it is necessary for a teacher to select vocabulary which will be useful for the students. According to Gairns and Redman (1998: 57-60) there are four criteria of vocabulary selection as follows:

a. Frequency

The high frequency of an item is no guarantee of usefulness, but there is obviously a significant correlation between the two. Thus, it will be better for a teacher to select the high frequency vocabulary which often used in both oral or written communication before it is taught to the students, so that it will be useful for the students.

b. Cultural factors

The utterances of native speakers will obviously reflect the cultural interest of these speakers. Such interest may not, however, be shared by first language learners, who may wish to express ideas and experiences quite outside those of native speakers. Thus, in vocabulary learning, it is better for a teacher to choose vocabulary which appropriate with students culture in order to help them in expressing their ideas and experiences related to their culture.

c. Need and Level

Common sense dictates that students who are required to read technical reports in English in their native country will have different lexical needs to those learners who want to survival English. Therefore, vocabulary taught in a lesson should be appropriate with students need and level, so that it will be useful for them.

d. Expediency

The classroom will often dictate the need for certain vocabulary, without which the students may fail to understand their teacher, fellow

students or the activity which supposedly engaged them. One such area is grammatical terminology, it is often involved in lesson because it gives benefit both for the teacher and students, such as makes the explanations can be more succinct and enable the students to make profitable use of dictionaries and grammar books that would otherwise be inaccessible to a large extent. Although involving grammatical terminology is useful for teacher and students, an English teacher should make consideration before using the terminology because it can be not appropriate with the course duration and the students educational language background. The same would apply to phonological terminology.

6. Student's Error in using word

Thornbury (2002: 29) categorizes the student's errors in using words into two categorizes below :

a. Form-related

Form-related error include mis-selections, misinformations, spelling, and pronunciation errors. A mis-selections error occur when an exixting word form is selected that is similar in sound orspelling to the correct form. Misinformation often result from misapplying word formation rules. Spelling mistakes result from the wrong choice of letter or the wrong order of letters. While pronunciation error may result from the addition of sounds, the wrong choice of sound or misplace word stress.

b. Meaning-related

Meaning-related errors typically occur when words that have similar or related meanings are confused and the wrong choice is made. It is also may derive from student's first language, where the meaning of a first language word may not exactly match its second language equivalent.

7. Aspect of Vocabulary

The focus of vocabulary learning in this research is located in the vocabulary meaning. According to Lado in Mardianawati (2012: 10-15), the aspects of vocabulary which can be learnt by students are as follow :

a. Meaning

Making the student become independent learner which will be able to deal with new lexix and expand their vocabulary beyond the lesson is the most important aspect of vocabulary teaching.

b. Spelling

Spelling is important in learning vocabulary because aid s in reading and writing. Not only that, but it is also can help to strengthen the connection that is shared between sounds and letters.

c. Pronunciation

Learning pronunciation is difficult because it is not related to the spelling, nevertheless it should be learned intensively because good pronunciation is one of the requirement and understandable verbal communication.

d. Word classes

Word classes are the categorized of word, including nouns, verbs, adverbs, adjectives and prepositions. Word class is an important feature in semantic feature analysis. The classification of the words of a language is depending on their function in communication.

e. Word use

Word use is how a word, phrase or concept is used in a language.

B. Flash Card

1. Definition flash card

Many teachers use flash card as a media in teaching vocabulary. Flash card belongs to printed media. Komanchali and Khodareza (2012: 137) state that a flash card is a cardboard consisting of a word, a sentence, or a simple picture on it. Flash card is a part of a set of card on which are written items to be studied (Amalia and Zainudin : 2012).

There are various kinds of card, but not all cards contain a word and its translation and must be used to show the teaching material to the students in quick time. It can be concluded that a vocabulary flash card is a printed media in the form of cardboard consisting of a picture and a word with its translation in which it is used to show teaching material in quick time.

2. Advantages and Disadvantages of Using Flash Card in Teaching

Vocabulary

According to Komachali and Khodareza (2012) the advantages of using flash card in teaching vocabulary are :

- a. Facilitating the students to pronounce new vocabulary repeatedly.
- b. Making the vocabulary taught by the teacher more memorable.
- c. Helping the teacher to create students interest and attention.
- d. Facilitating the students to get involve in the class work.
- e. Making the students become autonomous learners.

While having advantages, flash card also has disadvantages, those are :

- a. Sometimes it is difficult to find flash card which is suitable with the material will be taught.
- b. It is not easy for the teacher to get or make vocabulary flash card which contains numerous informations of the word will be taught.
- c. Some flash card are expensive.

3. The Aspect of Which are Learned by the Students from the Application of Flash Card

In this research, there are two aspect of vocabulary which are learned by the students, that are :

- a. Meaning

It is learned through picture analysis in the beginning of the drilling activity. The purpose of introducing the meaning of the meaning of a vocabulary through picture analysis is to activate students' mind in

discovering the meaning of a word and make them become autonomous learners, so that the learning activity will be different with the use of word list which makes the students become passive learners. This aspect of vocabulary becomes the focus in this research.

b. Pronunciation

It is learned by the students after the meaning of the vocabulary taught has been known by them. The reason of introducing the pronunciation after the students know the meaning of the word is to make the students remember the vocabulary and its meaning longer because there will be a connection between the sound produced and the picture seen by the student. Moreover, it is also useful to improve the students' memorization.

4. Teaching Using Flash Card

Flash card are interesting medium that are used to improve the students vocabulary. It means that the flash card can be used as a teaching media cheaply, when they are used to illustrate the meaning of word. Flash card is one kind of media that can make the students learn actively and enjoyable.

Budden in <http://www.teachingenglish.org.uk/think/resource/flashcardhas> divided the activities into the following categories :

a. Memory activities

- 1) Place a selection of flash card on the floor in a circle.
- 2) Students have one minutes to memorize the cards.
- 3) In groups, they have two minutes to memorize the cards.

b. Drilling activities

Indivisible flash cards.

- 1) Stick the flash cards on the board and draw a grid around them.
- 2) Use a pen or a pointer to drill words. Always point the flash card you are drilling.
- 3) Gradually remove the flash card but continue to drill and point to the grid where the flash card was.
- 4) When the flash card is removed and you point to the blank space, use your head to encourage children to say the word of the removed flash card.
- 5) Students should remember and continue as if the flash cards were still there. They may be amazed that they can remember the pictures.
- 6) Depending on the each group, the teacher then put the flash cards back in the right place on the grid, asking the children when they go, or the teacher ask students came up and write the word in correct place on the grid. This activity highlights the impact of visual aids. It really proves that images 'stick' in student's reminds.

c. Identification activities

Reveal the word.

- 1) Cover the flash cards or word card with a piece of card and slowly reveal and it.
- 2) Students guess which one it is.
- 3) Once the card is shown, chorale drill the word with the group using different intonation and all voices to keep it fun vary the volume too,

whisper and shout the words, students will automatically copy teachers voice.

- 4) Alternatively, flip the card over very quickly so the students just get a quick glimpse.
- 5) Repeat until they have guessed the word.

One element of flash card is a picture, the picture here can be a means of memorizing words which it represent. So flash card can help students in remembering the words that they have learned.

C. Basic Assumption

The common students problem in vocabulary learning is getting difficulty to remember the vocabulary taught in long term memory. In line with that, vocabulary flash card can be chosen as a media to help students in improving and remembering the vocabulary taught longer.

Actually, the key of learning vocabulary is repetition and memorization. Dealing with that, vocabulary flash card can be used as a learning drill to aid memorization by way of repetition. Moreover, it can be used visually and verbally altogether, so that by seeing the picture within the flash card and pronouncing the words related to the picture at the same time, the words will be well stored and memorized in srudents' brain. Not only that, but it is also still has many advantages, such as helping the teacher to create students' interest and attention, and facilitating the students to get involve in the class work and be autonomous learners.

The post-test scores of the study which had been conducted by Mohammadnejad, Nikdel, and Oroujlo (2012) in an English institute in North Western of Iran indicated that using flash card to learn new vocabulary was more effective to improve students' achievement and promotes students' vocabulary learning than that of vocabulary wordlist.

The result of the study conducted by Komachali and Khodareza (2012) in a public school in Astaneh also have shown that using flash card in teaching vocabulary stimulated students' motivation within the learning process, so that the students can be remember the vocabulary tauhgt well. Therefore, it is assumed that flash card is effective for teaching vocabulary.

D. Hypothesis

Based on the basic assumption above, the hypothesis for this study is that teaching using flash card is effective.