CHAPTER II
LITERATURE REVIEW

A. Vocabulary

1. The Definition of Vocabulary

There are some definitions of vocabulary which are stated by some experts. Generally, vocabulary is a word in a language. According to Hatch and Brown (1995: 1), vocabulary is a list or set of words for a particular language or a list or set of words that might be used by individual speakers of a language.

The definition of vocabulary is also stated by another expert, Pikulski and Templeton (2004: 1) stated that vocabulary is the sum of words that are used by and understood by students.

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.

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. The Importance of Vocabulary

Vocabulary has an important role in language acquisition. It has to be mastered by the students in order to be able to conduct meaningful communication both orally and written.
As stated by Alemi and Tayebi (2012: 81), vocabulary is the basic component of language proficiency which provides the basis for learners’ performance in the both productive and receptive skills of language. Dealing with the students’ performance in the skills of language, Stahl and Fairbanks in Bromley (2007: 528) also state that students who have good vocabulary mastery will have good reading comprehension and high score on achievement tests than students who are lack of vocabulary.

Realising the importance of vocabulary in language acquisition, 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.

Furthermore, Rivers in Nunan (1991: 17) argues that the acquisition of an adequate vocabulary is essential for successful 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.

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

3. The Aspect of Vocabulary

In learning vocabulary, the vocabulary aspects consist of meaning, spelling, pronunciation, word classes, and word use (Mardianawati, 2012: 11).

a. Meaning

A word may have more than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as guided discovery, contextual guesswork and using dictionaries.

Asking questions and offering example were guided discovery which guide students to guess meaning correctly. The meaning can be conveyed by using demonstration (using object, using gesture, blackboard drawing and pictures of book) and by verbal explanation (analytical definition, putting the new words in a defining context, and translating into another language) (Nations, 1990: 51 as cited in Kareem, 2000: 6). Involving students in discovering the meaning, it will easy for students to remember the word and its meaning.
Contextual guesswork means making of the context in which the word appears to drive an idea of its meaning, or in some cases, guess from the word itself.

b. Spelling

In learning vocabulary, spelling is important because it aids in reading and as the connector of sounds and letters. Spelling there may be different acceptable written forms for the same words within the same variety of English or most commonly, due to the fact that they belong to different varieties as happens with many British or American English terms (Nations, 1990: 51 as cited in Kareem, 2000: 6).

c. Pronunciation

Pronunciation of a word is what someone hears when others say the word. What a speaker means to say might be difficult to understand by the listener when the sounds produced are incorrect. According to Suwartono (2008: 2) states that pronunciation seems to be a central issue. The problem is rooted from the inconsistency between spelling (the written form) and pronunciation (the sound production) in the English language.

d. Word Classes

Word classes are categories of word. Word class is an important feature in semantic feature analysis. In each
following sets of words, one word does not belong. There are grammatical patterns should be practiced fluently to the students such as noun (countable and uncountable) verb complementation, phrasal verbs, adjectives and adverb (Kareem, 2000: 4). The classification of the words of a language in this way depends on their function in communication. Nouns can occur in certain places of sentences and serve certain function. Verbs also occur in certain places and have special function, so word class membership is an important lexical feature.

e. Word Use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis (Mardianawati, 2012: 11).

4. Teaching Vocabulary

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.
McCarten (2007: 20-23) suggets the following ways of vocabulary teaching:

a. Focus on vocabulary

Teacher should highlight vocabulary within the learning process on 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, repitition 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. Textbooks often present new vocabulary in thematics set as an aid to memory, but there are other types of organization such as real-words 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 absorbs 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, second, finally, etc. If the 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. Criterion of Vocabulary Selection

Conducting meaningful teaching and learning process which contains useful material is an obligation for a teacher. Accordingly, 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 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 utterance 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 experience 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. Expendiency

The classroom will often dictate the need for certain vocabulary, without which the students may fail to understand their teacher, fellow student 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 dictionary 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. In conclusion, the terminologies which are used in language learning should be expedient for the students.

6. Learning Vocabulary

It is believed that vocabulary is an important element in English language learning. Therefore, helping the student to have good vocabulary mastery by understanding the principles of learning vocabulary is the thing which has to be done by English teacher. Brown and Payne in Hatch and Brown (1995: 373-390) suggest the following essential steps of vocabulary learning:

a. Encountering new words

The first step for vocabulary learning is encountering new words, that is, having a source for words. Students strategies here included learning words by reading books, listening to TV and radio, and reading newspaper or magazines.
b. Getting the word form

The importance of getting a clear image of the “form” of a word becomes apparent when students are asked to give definition for words. Beginning students are particularly likely to make mistakes that are obviously related to confusions of the form of one word with the form of the other word.

c. Getting the word meaning

In getting the words meaning, language learners may also need different kinds of definitions and distinctions depending on the words being learned and the reason for needing 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

In this step, many kinds of vocabulary learning drills, such as flashcards, matching exercises, crossword puzzles, etc, strengthen the form-meaning connection.

e. Using the words

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

Learning vocabulary is not an easy thing for students, usually the problems of vocabulary learning which are faced by them are the main cause of their lack of vocabulary. Therefore, the teacher has to know what their problem is in order to help the students to reach the goal of vocabulary teaching and learning. Rahimi and Sahragard (2008: 2-6) argue the following vocabulary learning problems:

a. Misconception

It is the serious problem in vocabulary learning. The students often get misconception on the elements of the target language such as the lexicon, for example the students often confused when English speaker or the teacher refer to two or three types of cooking vessels using the word pot while in their native language those vessels have different names.

b. Rote learning

The students often forget the vocabulary taught by the teacher. It is not because their forgetting habit, but it is because there is no meaningful teaching and learning process in which can help them to memorize the vocabulary.

c. Dictionary use

Dictionary is the mainly access for foreign language students because the access to native speaker of English is difficult to be
gotten. Opening the dictionary is the main problem solver if the learner do not know the meaning of a word, but the dictionary is often used in wrong way because usually it is the first meaning of the difficult word which is choosen by them in translating the word. Whereas, the first meaning in the dictionary is not always the same with the meaning based on context. Consequently, the wrong way will mislead them in finding the word’s meaning.

d. Lack of sufficient input

Foreign language learners do not have sufficient source to learn the target language. Teacher and textbook are their main sources to learn the target language, whereas to have good vocabulary acquisition, rich of sources are very needed.

B. Elf Card

1. The Definition of Elf Card

Elf card is a flash card in video term which contents of picture, word, and sound that related to the picture. (Elf learning 2010). According to Betty Morgan Bowen, there are some kinds of video, one of those is flash card which is video contents words, picture and sound on it can help up rapidly, useful for the representation of a single concept, such as an object or in action. In conclusion, Elf card is a video contents of picture, word, and sounduseful for the representation of a single concept.
2. The advantages of Elf Card

Elf card is a media which including to video term, there some advantages areas follows:

a. They are easy to read font and all card have text and sound on the back to help student in pronunciation.

b. They have text on the back to help teach phonics, syllables and other necessary early reading skills.

c. The visual detail make it possible to study subject, which would turn back to be impossible.

d. Students do not just hear language, they see it too. It conveys through expression, gesture and other visual clues.

e. They are likely to be comprehensible, because they are designed with students at a particular level in mind.

f. They are inexpensive and widely available.

(Harmer: 1998: 282)

3. The disadvantages of Elf Card

While having advantages, Elf card also has disadvantages. Those are:

a. Sometimes it is difficult to find a suitable video/card for each topic that is suitable with syllabus.
b. It takes much time when teacher play the Elf card.

4. Technique of Teaching Using Elf Card

Using Elf card in teaching vocabulary will help the students to record the vocabulary taught by the teacher longer. Elf card can be used in both explaining material and learning process depends on teacher’s creativity.

a. Fast forward

The teacher presses the “play” button and the then fast forwards the video/card so that the sequence shoots pass silently and at great speed, taking only few seconds. When it is over the teacher can ask students what the extract was all about.

b. Silent viewing (for language)

The teacher plays the elf card at normal speed, but without the sound. Students have to guess what pronunciation for each word are saying. When they have done this, the teacher plays the card with sound so that they can check if they guessed correctly.

c. Freeze frame

At any stage during a elf card sequence we can “freeze” the picture, this is useful for asking the students what the opposite word or its synonym.

(Harmer: 1998: 286)
5. The Aspects of Vocabulary Which are learned by the students from the Application of Elf Card

In this research, there are two aspects 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 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 from 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 in same time when the meaning of vocabulary is being learned because Elf card contents sound based on the picture. By knowing the pronunciation, will make students remember the vocabulary and its meaning longer because there will be a connection between the sound produced and the picture seen by the students. Moreover, it is also useful to reinforce the students’ memorization.

c. Word Class
It is learned by students in the same time when the meaning of vocabulary is being learned, because when they have known the meaning of each word, automatically they also will know the word class. Some of cards also have been classified clearly into some word classes, such as noun, verb, adjective, so it makes easy to learn about word class.

d. Spelling

It is learned by the students through the letters on the Elf card, they also can hear the sounds of each word from native speaker. Spelling is important because it aids in reading and as the connector of sounds and letter.

6. The Example of Elf Card

![Picture 1](Picture 1)

Picture 1, Elf Card example of “emotions”.
C. Relevant Studies on Elf Card

There some relevant studies on Elf Card. This research proposed by Eric Cane (2010). Elf card goal is to help the students in learning English more fun and enjoyable. This media had been tested in Japan for beginner learners. The continue study by Zainol Abidin (2011) he states that Elf card is very usefull in making class more active and fun.

A study that had been done by Leny (2013) showed that using Elf card in teaching speaking at Madinah Kid’s School Kindergarten Serpong- Tangerang was effective, namely the experimental group learning outcomes 64.21 while the control group learning outcomes 56.24.

Based on the relevant studies explained previously, Elf card could make learning more enjoyable and it has not been examined for teaching vocabulary.

D. Basic Assumptions

The common students’ problem in vocabulary learning is getting difficulty to remember the vocabulary taught in long term memory. In line with that, Elf card can be choosen as media to help the students in remembering the vocabulary taught longer.

Actually, the key of learning vocabulary is repetition and memorization. Dealing with that, Elf 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 Elf card and pronouncing the words related to the picture at the same time, the words will be well stored and memorized in students’ brain. Not only that, but it is also still has many advantages, such as helping the teacher to create students’ interest and attention, facilitating the students to get involve in the class work and be autonomous learners.

E. Hypothesis

Based on the basic assumption above, the hypothesis for this study is that Elf card is effective for teaching vocabulary at seventh grade students of Junior High School.