

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. VOCABULARY**

##### **1. The Definition of Vocabulary**

Vocabulary refers to a list or set words for particular language or a list or a set of words that individual speaker of language might use (Nunan, 1974:6). Vocabulary is the basic element of language, and has an important role in language learning. No language exists without words. Words are symbol for ideas. The more words they learn, the more ideas people should have, so people can communicate the idea more effectively. When people want to say something, they need to know and choose the words that appropriated to express our meanings. Vocabulary is a total number of words which (with tale for combining them) make up language (Hornby, 1983:959). From the definition above, it can be inferred that vocabulary is words or list of words with their meanings and they are known by their speaker and used to communicate among those speaker and it is employed by a language, group, or individual. Vocabulary is very important for the students, to master some skill such as reading, writing, speaking, and listening to understand what the speaker has said.

## 2. Teaching and Learning Vocabulary

Teaching is not only giving knowledge or skills to students; it is the process of providing opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher. At the beginning level, teaching vocabulary needs many appropriate ways. The teacher should know the way to explain the meaning of words with effectively as possible. Many comments and promises that related to teaching vocabulary according to Finnochiaro (1974: 73-74) are as follows:

1. Vocabulary items should be taught in the same way as we teach everything else. We give our students the understanding of meaning ways, illustrating, showing picture, paraphrasing, giving the equivalent, we use any appropriate technique.
2. Vocabulary should be practiced in substitution drills, transformation drill, question, and answer.
3. New vocabulary items should be introduced.

The stimulation in vocabulary teaching is needed to make the students understand what they learn.

Learning vocabulary as the actions that learners take to understand and remember vocabulary items (Cameron, 2001:92). Vocabulary learning is a hard task which can sometimes be frustrating especially for students. Learning the

new vocabulary does not only mean memorizing the form of the words but also understanding its meaning. It counts that when we learn the meaning of the words, we are dealing with the linguistic form symbol that derive the whole contents and their limitations of meaning from the situations in which they are used. French as cited by Palmberg (1986 :78) says that there are two kinds of vocabularies mastery : the passive and active vocabulary mastery. The passive vocabulary mastery is the lexical items that the students can recognize and understand when they meet them in reading context and listening material. The active vocabulary mastery is the lexical items, which the students can recall and use appropriately in speaking and writing.

According to William Francis (1958: 78), there are some problems in learning vocabulary items such as memorizing, and using words in sentences and in oral communication.

1. Problem of Memorizing.

The students have problems to memorize several new words given.

They have difficulty to recall the words when the teacher asks them.

2. Meaning Problem.

Sometimes the meaning of a words changes because of its functions in sentences, whether it is a noun or verb, so a word may have more one meaning. Furthermore, the meaning of a words can change according to its contexts. The conclusion, teaching learning vocabulary is the process of experience to

modify knowledge, skills, and other, to increase their vocabulary ability. From the explanation above it can be seen that using differences of methods can develop students vocabulary.

## **B. MEDIA**

### **1. The Definition of Media**

Gagne as cited in Sadiman (1993: 6) stated that media are component or element in students' environment that can support the study. It can attract the students' motivation. Teacher must be clever in choosing, making, and using the media. Moreover, choosing and using media must be based on the aim of teaching, the method of teaching, the topic of learning, the media which are needed, the processing of learning, the evaluating of the result of teaching, the students need an ability, the situation of learning, and the function of media.

### **2. The Function of Media**

The function of using media in learning language is to give message of information that can be absorbed by students as receivers. According to Sadiman (1993: 16), there are functions of media : to explain the information, to overcome the passive attitude of the students, to build the motivation of study, to enable the interaction more direct between students and teacher and to enable the students to study by themselves with their own capacity and interest.

Hamalik (1976: 27) explain that media have many functions, they are :

- a. To attract students attention

Learners are not able to focus on one thing does not interest them, teacher need to use a media which is make them interested in teaching learning process.

- b. To help students in progressing their language

The use of the media, in general, aimed at helping students understand a difficult thing to be taught conventionally, one of which is language.

- c. To give the real and concrete things

Media is used as a real tool in learning which makes students learn clearly.

- d. To overcome the passive students

In this case, media has some functions, such as :

To build the motivation, to enable the students to study by themselves with their capability and interest, to enable the students learning with their way because the students has their own characteristic. The media will make the students interest and build communication between students to students and teacher.

### 3. The Kinds of Media

There are some kinds of media that can be used in teaching process, according Sudrajat (2008: 1) kinds of media in teaching are visual, audio, and audio visual media.

#### A. Visual Media

Messages to be delivered in visual communication symbols such as :

a. Pictures

Pictures is a illustration that describe something about material.

b. Draft

Draft is combination from graphic and picture that is for visualization the connection between main facts and main ideas in order and logic.

c. Photograph

Photograph is picture from camera that have 2 dimension characteristic that representation of person, places, or things.

d. Diagram

Diagram is description that planned to show the relationship on both side especially in the meaning of lines and symbols.

e. Poster

Poster is illustration in big size planned to give information and attract someone in main idea, fact, and action.

f. Comic

Comic is cartoon that the same character builds a story.

## B. Audio Media

Messages to be delivered in audio, both verbal and non verbal such as radio, tape recorder, and language laboratory.

## C. Audio Visual Media

Messages to be delivered in audio and visual such as :

### a. Cartoon

Cartoon is the picture that describes of idea, human being, or situation that is planned to persuade the civil opinion.

### b. Projection Media

Projection media is the media that use projection tool to show the picture or text such are :

- Film Strip

Its same with the slide, but in the mounting system film strip in form of continued film that to be one both picture with the next picture.

- Projected Motion Media

Projection of moving media such as film, television, video, and computer.

In the conclusion, media of learning can be divided into three categories: audio, visual, and audio visual (still and motion) media. The use of media can be combined related to the material, to make a good result in teaching learning

process. Teacher should have some criteria in choosing the media to their teaching process, those are :

- The teacher should be able to use that media.
- The media should support the material.
- The media should be easiness in getting.
- The media should be suitable with the aims of teaching.
- There is enough time in using the media.
- The media should appropriate with the students' level.

#### **4. Photograph as Media in Teaching Vocabulary**

Photograph is a picture formed by means of the chemical action of light on film and then transferred to specially prepared (Oxford: 868). Meanwhile according to Andrew Wright, photograph is not just an aspect of method but it is essential part of the overall experiences. Photograph can be used as media in teaching English language. The use of photograph is more efficient and practice than words, they are easier to recall and to remember than words, further more they expose real life situation although it happened a long time ago. The purpose of using photograph for the students is to give them an opportunity to practices the language in real context or in situations in which they can make it communicate their ideas. From the meaning of photograph, it indicates that the photograph has exchanged and represented the real object into a simple device. Teacher need something practice and efficiently media to teach vocabulary and the media is photographs. The procedure of teaching vocabulary using photographs are :

*First activity :*

The teacher prepares and selects photos that will be used as media according to the material.

*Second activity :*

The teacher mentions and explains to the students, what are the objects in the photo and tell students to follow and repeat.

*Third activity :*

The teacher asks the students one by one to mention the names of objects in the photo that showed by the teacher randomly.

*Fourth activity :*

The teacher asks the students to write down the names of objects in the photo to test that they have memorized.

From the activity above, the students can remember easily the vocabulary that was given by teacher because photographs can explain the material more than the words the vocabulary learning process. Photographs can help the teacher to give the material and it is simple media to teach vocabulary. The disadvantages of using photographs to teaching vocabulary is sometimes students pay attention on the photo more than learning material and it takes time and costs much to provide attractive photos.

### **C. Basic Assumption**

Teaching vocabulary in the seventh grade of Junior High School is more difficult, some students are still confused and lazy in learning English language because they cannot get the meaning of the language and they have been lack in vocabulary. Students of SMP Muhammadiyah Banyumas are interested in learning vocabulary using photographs, because photographs is interesting and can help them improve their vocabulary skill.

### **D. Hypothesis**

Based on the basic assumption above, the writer proposes the hypothesis “ Photographs is effective media in teaching vocabulary to seventh grade of SMP Muhammadiyah Banyumas”.