

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Vocabulary

1. The Definition of Vocabulary

There are some definitions of vocabulary which are stated by some experts. According to Hatch and Brown (1995: 1), vocabulary refers to 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, 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. Productive skill is the knowledge to produce a word when the learners can use it in their writing or speech and receptive skill is the capability to comprehend a word when the learners hear or see it.

According to Richards and Renandya in Putri (2002: 255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, write. And also Horbny (1995: 1331) state that vocabulary is the total numbers of words in a language, all the words known to a person or used in a particular book, subject, etc; a list of words, with their meaning, especially one that companies a textbook.

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

2. The Types of Vocabulary

Nation in Rasouli (2013) has divided vocabulary in a specific reference, they are:

a. Receptive Vocabulary

Knowing a word involves being able to recognize it when it is heard (What is the sound like?) or when it is seen (what does it look like?) and having an expectation of what grammatical pattern the word will occur. This include being able to distinguish it from with a similar form and being able to judge if the word form sounds right or look right.

b. Productive Vocabulary

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 typically a low frequency word and using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there any.

3. 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. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their ideas.

As stated by Alemi and Tayebi (2012: 1), vocabulary is the basic component of language proficiency which provides the basis for learners' performance in other skills, such as speaking, reading, listening, and writing. Dealing with the students' performance in the skills of language, Stahl and Fairbanks in Bromley (2007: 528) also state that the students who have good vocabulary mastery will have good reading comprehension and high score on achievement tests than students who are lack of vocabulary.

The important role of vocabulary also can be strengthened by the statement of Wilkins in Faraj (2015: 2) wrote that "... while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed" (pp.111-112). By having rich vocabulary students can enrich their skill in their listening, speaking, reading and writing skills. Teaching vocabulary helps students understand and communicate with others in English. In additions, Nunan (1991: 117) also states that the acquisition of an adequate vocabulary is essential for successful second language use, because without an extensive vocabulary, we will be unable to use the

structures and functions we may have learned for comprehensible communication. It means that vocabulary is very important to communicate with other.

From those statements, it can be concluded that vocabulary mastery is important to master the four language skills namely; reading, speaking, listening and writing and additionally, vocabulary can also help people communicate with others. Therefore, a person has to increase and master the vocabulary more to use English well.

4. The Aspects of Vocabulary Learning

In learning vocabulary, there are some aspects which can be learnt by the learners. The focus of vocabulary learning in this research is located in the vocabulary meaning.

According to Lado in Mardianawati (2012: 11), the aspects of vocabulary that can be learnt by the learners are as follows:

a. Meaning

The most important aspect of vocabulary teaching for students is to foster students independent so that they will be able to deal with new lexis and expand their vocabulary beyond the end of the lesson. Therefore, guided discovery, contextual guesswork and using dictionaries should be the main ways to deal with discovering meaning. Guided discovery involves asking questions or offering example that guided students to

guess meaning correctly. In this way students get involved in a process of semantic processing that help students learning.

Contextual guesswork means making use of the context in which the word appears to derive an idea of its meaning, or in some cases, guessing from the world itself. Knowledge of word formation, e.g. prefixes and suffixes can also help guide students to discover meaning. Teacher can help students with specific techniques and practices in contextual guesswork, for example, the understanding of discourse markers and identifying the function of the word in the sentence (e.g. verb, adjective, and noun) letter is also very useful when using dictionaries.

b. Spelling

Spelling is very important in learning vocabulary because it aids in reading. It helps cement the connection that is shared between sounds and letters. Learning high frequency sight words also has been shown to help with both reading and writing. This is why the students learn sight words during their early years. Spelling and reading also have a common factor, proficiency with language.

Students should be relaxed about spelling, if not, it will inhibit their writing. They will be less willing to write out their assignments. In learning English vocabulary, students have some spelling problem, for

example the letter (I) is not always pronunciation /I/. So, an English teacher should pay attention to student's spelling.

c. Pronunciation

Pronunciation of a word is what we hear when someone says the word. Most word has only one pronunciation, but sometimes a word has two or more pronunciations. English pronunciation is difficult to learn because it is not related to the spelling of words. Many other students want to be able to speak English well with under stable pronunciation make receiver easier to under stable. Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it.

d. Word Classes

Word classes are categories of word. Word class is an important feature in semantic feature analysis. Word classes are categories of word such as noun, verbs, adverbs, adjectives, and preposition. For example: noun (brother, car, David, house, London), Verb (be, drive, grow, sing, think), Determiner (a, an, my, some, the), Adjective (big, foolish, happy, talented, tidy). Adverb (happily, recently, soon, then, there), Preposition (at, in, of, over, with), Conjunction (and, because, but, if, or).

e. Word Use

Word use is the way a word, phrase, or concept is used in a language. Lexicographers gather the sample of written or spoken instance where a word is used and analyze to determine pattern of regional or social usage as well as meaning.

5. The Words Classification of Vocabulary

There are some aspects that should be mastered in learning vocabulary; one of them is by understanding the class of words. Word classes are the categories of word, including nouns, verbs, adverbs, adjectives, and prepositions. Word class is an important feature in semantic analysis. By understanding the class of words the students will be easier to master and comprehend the English vocabulary. Inside the meaning and pronunciation the students will learn the words classes. There are four word classes that will be learn by the student, noun, verb, adjective and adverb.

Hatch and Brown in Ayungnitias (2014: 2) stated that the classification of words classes based on the functional categories are called part of speech. They are as follows:

a. Nouns

Nouns can be divided into subclasses:

- 1) *Proper nouns*, like *Budi, German* differ from *Common Nouns*, like *Man, state and choir*.
- 2) *Abstract Nouns*, like *hope, understanding and love* differ from *Concrete Nouns*, like *chair, bag, and table*.
- 3) *Count Nouns*, like *books, pens, and birds* differ from *Mass Nouns* like *appliance, gravy, and rice*)
- 4) *Group Nouns* like *school, government, club and choir* differ *Other Nouns* that refer to people because they refer to the group as a unit (The choir performs every Sunday” versus “ The singer perform every Sunday).

b. Verbs

Verbs are words that denote action. Verb can be placed into four classes; they are as follows:

- 1) *Activities*, such as; *run, walk, write and seek*.
- 2) *Accomplishments*, *such as; paint a picture, run a mile and write a letter*.
- 3) *Achievement*, such as; *recognize, understand, hear and see*.
- 4) *State*, *such as; know, love and desire*.

c. Adjective

Adjective can be pointed out into;

- 1) *Positive Quality*, such as; *good, beautiful, diligent, and kind*.
- 2) *Negative Quality*, such as; *bad, wicked, and lazy*.

d. Adverb

Adverb typically assign attributes to verbs, to clauses or to entire sentences rather than to nouns. For example: *here, there, now, quickly,* and *extremely*.

B. FLASHCARDS

a. Definition of Flashcards

A flashcard is a set of cards bearing information, as words or numbers, on either or both sides. Based on Arsyad (1996: 119) flash card means a small card with picture, text, or symbol sign that reminds or guides learners to remember something related to that picture. Flash cards are a card having words, numerals, or pictures on it, designed for gaining a rapid response from pupils when held up briefly by a teacher, used especially in reading, arithmetic, or vocabulary drills.

Flashcards are a set of cards which are usually held by the teacher in front of the class. The sizes of the cards are 25 x 30 cm, 7 x 10 cm, etc. It depends to the teacher. The flash card which is used in the research is a square cardboard sheet 7 x 10 cm in size. The one side is containing images or symbol. Another side is containing the definition or information of the picture that can help the students to remember information of the picture. Each card contains a picture which the teacher can make or take from the magazine or printed by the internet. With the use of flash cards and their advantages in teaching learning activities, particularly teaching

vocabulary, it is hoped the students will be more motivated to learn vocabulary. From the options, it can be concluded that flash card is effective card which has two sides. The one side is containing images, text, or symbol. The other side is containing the definition or information of the picture that can help the students to remember information of the picture.

b. Advantages and Disadvantages of Flashcard

According to Komachali and Khodaeza (2012) the advantages of flashcards as media in teaching English vocabulary, such as:

- 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 involves in the class work; and
- e. Making the students become autonomous learners.

While having advantages, flashcard also has disadvantages, those are:

- a. Sometimes the teacher gets difficulty to find the suitable card for each topic suitable with syllabus.
- b. Flashcards cannot describe all of situation.

c. Teaching Vocabulary Using Flash Cards

Vocabulary is generally considered as the basic communication tool, and often labeled as the most problematic area by language teachers Celik & Topas in Farjami (2010). Even though the students master all grammatical areas in the language, the communication will stop when they do not know the word. It is suggested that teaching vocabulary should not only consist of teaching specific word but also intend at equipping learners with strategies necessary to expand their vocabulary knowledge.

Furthermore, the teacher should have some ways to teach vocabulary to make the students more interested and understand the vocabulary. Teacher can use media in teaching learning process. One kind of media that can make the students learn actively and enjoyable is flash cards. Flash cards are interesting media for the students in learning vocabulary.

From the explanation above, it can be concluded that the teacher should choose appropriate media which make students enjoy and understand the material more easily. One of the ways which can make students easy to understand the material and enjoy of their study by using flash cards as the media.

d. Procedures of Teaching Vocabulary Using Flash Cards

According to Misyanti (2013), some procedures of teaching vocabulary using flashcards are as follows:

a. First Stage

As a brainstorming, teacher tells students to make some groups and teacher shows some pictures. Students will guess the pictures that are shown.

b. Second Stage

The teacher develops a few questions concerning the pictures. It is done to give them more understanding about the pictures and give them some new vocabularies.

c. Third Stage

Teacher gives worksheet to analyze by students. It is done to train the students about the material that have been given in the previous activity.

d. Fourth Stage

★ Teacher asks students to come forward after analyzing then present result. It is done to train them to be brave and also to share the answer to other students.

e. Fifth Stage

Teacher and students evaluate the material that has been learnt. It is done to make sure that all of the material has been received by the students.

C. The Relevant Studies

One strategy for learning vocabulary is the use of flashcards. A flashcard is a cardboard consisting of a word, a sentence or a simple picture on it. It is supported by the researches which applied flashcard as teaching and learning student's vocabulary. The present research was conducted to investigate the effect of using vocabulary flashcard on Iranian pre-university student's vocabulary knowledge. The participants of the research comprised 50 female learners. They were randomly assigned into two homogeneous groups each consisting of 25 learners. The control class received the traditional treatment while the experimental class received the vocabulary flashcard treatment. Hence, it was concluded that the contribution of flashcard in teaching vocabulary to students led to a higher level of vocabulary improvement. (Maryam Eslahcar Komachali: 2012).

According to Eko Wahyu (2015) in his scientific article with the title "Improving Students' Vocabulary Mastery by Using Flash Cards at Sixth Graders of SD Negeri 007 Bangun Purba, the researcher conducted an classroom action research in SD Negeri 007 Bangun Purba. The researcher took 32 students as the sample. The research used two types of data collection techniques including vocabulary test and a four week of classroom observation. The findings showed that there is an improvement in the students' vocabulary mastery after the students were taught by using flashcards.

From the previous research above, it can be drawn conclusion that teaching vocabulary using flashcard is effective to increase students' vocabulary mastery. This research was different from the previous one because this research would be applied in Junior High School. Looking at the previous research, flashcard is very helpful for students to learn vocabulary. So, this research would be applied in the Junior High School.. Hopefully, this research can reveal the effectiveness of teaching vocabulary using flashcards in the school and give contribution to English teachers and the students of the school as well.

D. Basic Assumption

In the learning vocabulary, there are many problems faced by the students. Among of the problems are difficulties in comprehending the meaning of words, pronouncing words correctly, remembering the use of words in the context. Khusnul (2014) states that by reinforcing new vocabulary and recycling the vocabulary that has been acquired before help the students memorize the vocabulary longer and makes them easily to master plenty of vocabulary.

Flash Cards is very simple and interesting way that can be used in teaching learning process, especially in learning vocabulary. According to Cross in Nugroho (2011: 3), flashcards is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language

teaching. It means that flashcard is one of media which can help student to learn English easily. Flashcards in teaching vocabulary are very simple visual aids and furthermore, it can be used by the students to memorize words. It can be concluded that the weakness can be solved through learning vocabulary with flashcard media.

E. Hypothesis

Based on the basic assumption above, the hypothesis of the research is that flashcard is effective for enhancing student's vocabulary mastery.

