

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Vocabulary**

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

Vocabulary is one of the language aspects which should be learnt. According to Hornby (1973 : 959) vocabulary is the total number of words which have mastered by the students to produce a language in communication. in line with him, Hatch and Brown (1995 : 1) state that the term of vocabulary refers to a list or set of words for a particular language or a list or a set of words that individual speaker of a language might use.

Learning vocabulary is important because to be able to communicate with other we have to know vocabulary first. In short, vocabulary is the basic important thing in learning English. The lack of vocabulary often brings many troubles for English learners. To speak, write, read or listen in English, vocabulary can not be avoided and has to be mastered well.

##### **2. The Words Classification of Vocabulary**

One of the important things that we have to pay attention in learning vocabulary is the class of words. It is necessary to understand

the class of words, because it will be easier to master vocabulary itself.

Based on Hatch and Brown (1995:218), the parts of speeches are:

#### 1. Nouns

- a) Proper nouns, like *Besty*, *Ohio* differ from common nouns, like woman, state and choir.
- b) Abstract nouns, like hope, attention and love differ from concrete nouns, (chair, table and bag).
- c) Count nouns, like books, birds, and pianos differ from mass nouns, (applesauce, gravy and rice).
- d) Group nouns, like bank, government club, and choir differ from other nouns that refer to people because they refer to group as a unit (“the choir performs every Sunday” versus “The singer perform every Sunday”).

#### 2. Verbs

Verbs can be placed into four classes, they are as follows;

- a) Activities such as; run, walk, write and seek.
- b) Accomplishments, such as; paint a picture, run a mile and write a letter.
- c) Achievements, such as; recognize, understand, hear and see.
- d) States, such as; know, love and desire.

### 3. Adjectives

- a) Positive quality, such as; good, beautiful, diligent, and kind.
- b) Negative quality, such as; bad, wicked and lazy.

### 4. Adverbs

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

As the conclusion, there are four classifications of word classes, they are; nouns, verbs, adjectives and adverbs which are important to be understood in learning vocabulary. The choice of the words given will be adjusted with the level of the students, especially the words given will be adjusted with the level of the students, and especially the words choices will be appropriate for junior high school students.

### **3. The Aspect of Vocabulary**

Vocabulary can be learnt many aspect of language. They are at least 3 main elements of vocabulary which can be learnt purposed by Lado (1972 : 1)

#### 1. Meaning

The most important aspect of vocabulary teaching for students is to foster students' independence so that they will be able to deal

with new lexis and expand their vocabulary beyond the end of the lesson.

Therefore, guide discovery, contextual guesswork and using dictionaries should be the main ways to deal with discovering meaning.

Guided discovery involve 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 words appears to derive an idea of its meaning, or in some cases, guess from the word 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 practice in contextual guesswork, for example, the understanding of discourse markers and identifying the function of the word in the sentence (e.g. verb, adjective, noun) the latter is also very useful when using dictionaries.

## 2. Spelling

Spelling is very important in learning vocabulary because it aids in reading. It helps cement the condition that is shared between sounds and letters. Learning high frequency sight words also has been shown to help with both of reading and writing.

This is why 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 keep student's pronunciation and spell English word correctly.

### 3. Pronunciation

Pronunciation of a word is what we hear when someone says the word. Most words have only one pronunciation, but sometimes a word has two or more 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 understandable pronunciation so that they can communicate without hindrance, because good pronunciation make receiver easier to understand. Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it.

#### 4. Teaching Vocabulary

Nowadays, it is widely accepted that vocabulary teaching should be part of the syllabus and taught in a well planned and regular basis. And teaching vocabulary is the major of the language and essential for teacher at all grade levels. As an English teacher, when teaches vocabulary, we have to select suitable words to be taught. The words should be in the line with the level of the students and the topic. Besides, we may also select media and methods to be applied in the class. Finocchiaro (1974: 73-74) gives some comments related to vocabulary teaching. They are:

1. Not all of words a student hears during any lesson need to become a part of his 'active' vocabulary during that lesson or next lesson. Some of them still remain 'passive' that he/she understands who he/she reads and hears them, but he /she cannot reproduce it in his/her speaking or writing. The vocabulary for active should be systematically presented or practiced.
2. Vocabulary should always be taught in normal speech utterance.
3. New vocabulary items should always be introduced in known structures.
4. Wherever a familiar word is met in new context, it should be repeated again and practiced. If possible one context should be taught at one time.

5. Vocabulary items should be taught in the same ways as we teach anything else. We have our students an understanding of the meaning of words in many ways, we dramatize, we give the synonym, and we use the most appropriate technique.
6. Vocabulary should be practiced in substitution drills; transformation drills, question and answer etc.

In short, the teachers can apply the guidelines of teaching vocabulary to teach vocabulary well, so that the students will receive what they really need in learning vocabulary. In addition, teachers should make an interesting situation in teaching vocabulary in order to make the learners not feel bored and they will be interested and have a motivation in learning vocabulary.

### **5. The Principles of Teaching Vocabulary**

In teaching vocabulary, teacher has a job to manage the students' learning to gain the target of the vocabulary. Wallace (1982: 27) states that there are six principles on which teaching vocabulary is to be based. They are:

#### **1. Aims**

The aims have to be clear for the teacher. How many listed things does the teacher expect the learner to be able to achieve the vocabulary. What kind of words? With which word?

## 2. Quantity

The teacher may have to decide on the quantity or the number of vocabulary to be learnt. How many new words in the lesson can the learners learn? If there are too many words, the students may become confused and discouraged.

## 3. Need

In teaching vocabulary, the teacher has to choose words really needed by his students in communication. The students should be put in a situation where they have to communicate and get the words they need.

## 4. Frequent exposure & repetition

Frequent exposure and repetition mean that the teacher should give much practice on repetition so that his students master the target well. He should also give opportunity to the students to use the words in writing or speaking.

## 5. Meaningful presentation

In teaching vocabulary, the teacher should present the target in the way that their meanings perfectly clear and unambiguous.

## 6. Situation of presentation

The teacher should tell the students that they have to use the words appropriately. The use of words depends on the

situation in which they are speaking and depends on the person to whom they are addressing.

Furthermore, in teaching vocabulary, teachers first teach the words that express the most common experience of the students. The teachers must also teach the word that expresses the situation that the students know very well, and through experience without attending vocabulary clauses. Students will master a number of words when they become familiar with the situation where the words frequently occur.

## **B. Media**

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

Educational media is a tool which is used in communication and interaction between teacher and students in learning process (Hamalik, 1976:23). Media enable students to study well because it plays a role as a bridge between students' motivation and achievement (Rochman, 1978:28). Media enable teacher to teach systematically and regularly. Another definition is given by the Association of Education and Communication in America that the media is any form and channel used by man to transmit a message (Sadiman, 1993: 6). Based on some definitions above it can be said that media are such kind of things used in helping teacher in the teaching process and helping students in learning as well.

In this research, the writer uses smart-calendar as the media in teaching vocabulary. It is an artistic calendar which uses both of the picture and vocabulary.

## 2. The Function of Media

According to Sadiman (1993 : 16-17) there are some functions of media. Those are to:

1. Clarify the presentation of message in avoiding the verbalism.
2. Overcome the limitation of space and time, such as:
  - a) an object which is too small that eyes can not see or too big to bring to the class, can be represented by picture, film or model.
  - b) a movement which is too slow or too fast, we can use time laps or high speed photography.
  - c) an event that happened in the past time can be presented by a film, video or photography.
  - d) a concept which is too wide (motivation, earthquake, weather, etc).
3. Overcome the passive of the students.

In this case media have some function

- a) To build the motivation.
- b) To enable the interaction more direct between the students and the environment and also the reality.

- c) To enable the students to study by themselves with their own capability and interest.

### 3. Choosing the Media

According to Hamalik teacher has to have an ability of choosing and using media. Moreover, the creation of choosing and using media should be based on:

1. The aim of teaching.
2. The method of teaching.
3. The topic of learning.
4. The process of learning.
5. The media which are needed.
6. The evaluation of the result of teaching.
7. The students' need and ability.
8. The situation of learning.

(Hamalik, 1976:16)

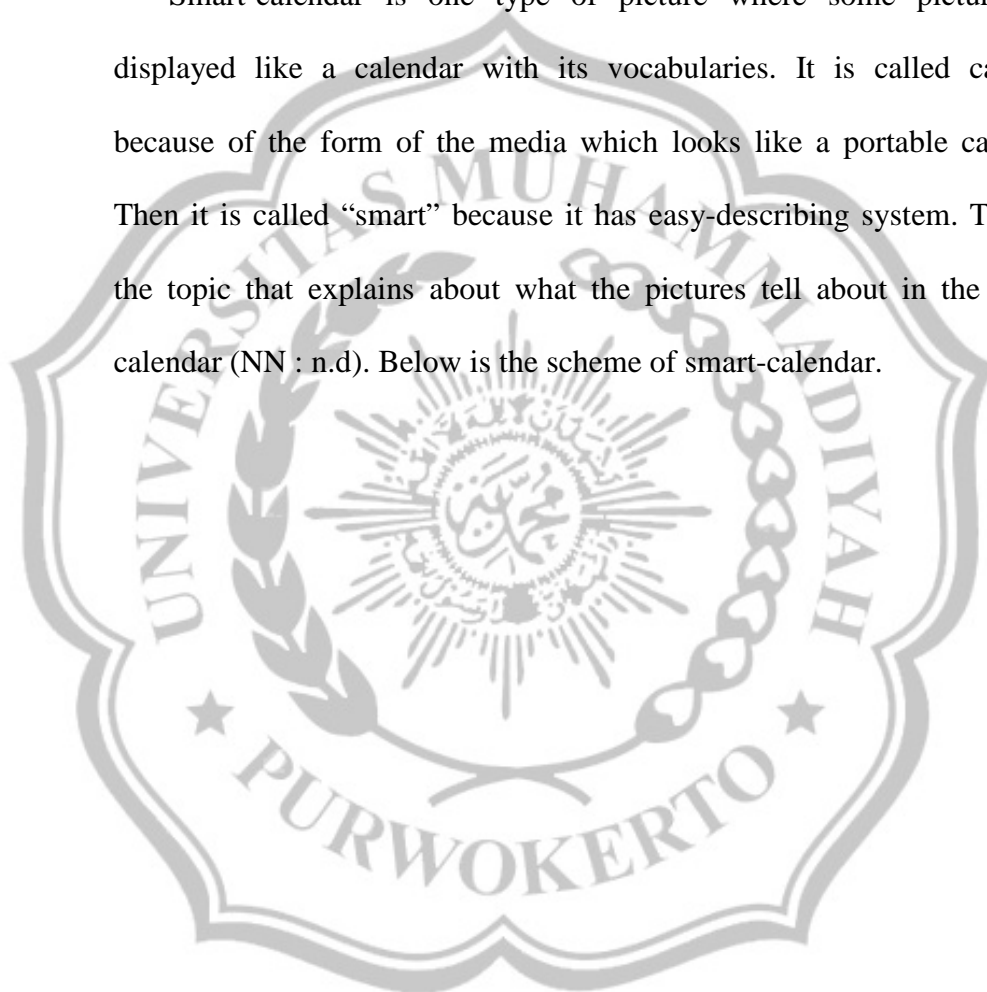
### C. Picture

Picture is one of common media to teach vocabulary, it used by a lot of people from all over the world to help in figuring out the words. Based on Hamalik (1986 : 57) picture is everything which is formed visually in the form of two dimension as outcome on sense or mind. In other hand

Harmer (1992 : 116) stated that showing picture is one of the ways to teach vocabulary effectively.

#### **D. Smart-Calendar**

Smart-calendar is one type of picture where some pictures are displayed like a calendar with its vocabularies. It is called calendar because of the form of the media which looks like a portable calendar. Then it is called “smart” because it has easy-describing system. There is the topic that explains about what the pictures tell about in the top of calendar (NN : n.d). Below is the scheme of smart-calendar.



# THINGS



Fork



Computer



Glass



Scissor



Pan



Knife



Book



Shirt



Fan



Chair



Cupboard



Table



Window



White Board



Pencil



Eraser



Door



Plate



Radio



Ruler



Spoon



Shoe



Iron



Bag



Television



Stove



Jacket



Bed

Because of smart-calendar belongs to picture, so it has the same advantages as that of picture. According to Werff (2003) visuals, especially 'unusual' pictures, foster students' imagination, which in turn motivates them by its interesting art to use English. Using artistic pictures in the class as media helps to focus students' interest because smart-calendar is imitation thing that can be seen by students in the classroom and having something to keep the students' attention. The pictures on smart-calendar also give long retention to students, because they have experience in learning new words with context. So they will memorize the new vocabulary for long time.

#### **E. Teaching Vocabulary Through Smart-Calendar**

Here are the steps of teaching vocabulary through smart-calendar:

1. The students will work in teams consisting of 3-4 students. Each member of the team have to guess the correct words or phrases from pictures provided by the teacher.
2. Every member of the teams will help each other to guess the correct words, so that there will be a sharing knowledge in a team. If there is only one student that can guess correctly in a team, the others member will automatically get answer too from their team mates.
3. The students have to write the words or phrases in a paper, this activity will increase students' spelling skill, because they have to write the words or phrases correctly. Picture provided based on the class of word

such as noun, verb and adjective. It will make it easy for the students to understand class of word.

4. The teacher counts how many correct words or phrases from each team. The team who has the most correct answer will be the winner. By using smart-calendar teacher will able to make the students in each team to have an equal ability. So there is no skill gap between the students in each team, every member will work together and get the same knowledge.

Smart-calendar is considered one of the strategies that can be applied to teach English vocabulary. When students can achieve as many vocabularies as they can get from the picture given by the teacher, it means that have conquered the material well.

#### **F. Basic Assumption**

Based on the explanation above smart-calendar is believed to be an appropriate media in teaching English vocabulary, because it is a medium that can motivate the students through its interesting pictures and it also can make the students easier to understand in learning vocabulary. The use of picture on smart-calendar will make the students easy to absorb the vocabulary and to keep it on their mind, because they have experience in learning new word with context. So they will memorize the new vocabulary for long time.

### **G. Hypothesis**

The hypothesis of this research is that smart-calendar is effective to teach vocabulary. The writer believes that the effectiveness of smart-calendar in teaching vocabulary is good enough. This consideration comes from the advantages of smart-calendar explained above.

