II. LITERATURE REVIEW

2.1   Concept of Vocabulary

There are so many general concepts of vocabulary. Manser (2010), on his book writes that vocabulary is:

a.   Total number of words in a language

b.   Word known to a person

c.   List of word with their meaning, especially at the back of a book used for teaching foreign language

Total number of words in a language means that vocabulary includes all of the words in a certain language. It is also need to be known by those who are willing to communicate with. The last, vocabulary of a foreign language should be completed with the meaning in order it can help the learners in understanding the words.

Vocabulary plays an important role when people want to communicate each other. Without vocabulary, it is impossible to make a conversation. Vocabulary is very important for the learners in learning a language. Learning language cannot be separated from vocabulary. Students who do not master a sufficient number of vocabularies are going to be fail in using language satisfactorily either in oral or

written form. Harmer (1993:153) says that if language structure makes up skeleton of language, it is vocabulary that provides the vital organs and the flesh.

Vocabulary should be mastered in language learning especially in teaching and learning English as a foreign language. Vocabulary can be presented or explained in all kinds of activities. According to Kridalaksana (1993) vocabulary represent: (1) Language component claiming all information about meaning and word usage (2) vocabulary mastery of the speaker or writer of a language. It consists of single word, complex word, compound word and idiom.

It is very important for us to learn about vocabulary. As said by Thornbury (2002:13) that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that before studying grammar, it is better for the learners to enrich their vocabulary first. In studying all language skills (listening, speaking, reading, and writing), the learners should have enough vocabulary. It is very impossible for the learners to master those four skills if they have no vocabulary. The more vocabulary someone has, it is going to be easier to understand the utterance and writing of other people. If someone has been able to catch other people's idea in foreign language, it is going to affect to the skills in expressing idea. However, it is not enough just to memorize the vocabulary, we have to understand it also.

Based on the statement above, it can be inferred that vocabulary is a very important part in learning languages. Without vocabulary, it is impossible for someone to communicate each other. By knowing vocabulary, someone can understand what other people talking about and it can help to understand about the

material in teaching and learning process. It makes the learners easier to express their ideas when they have capability of vocabularies.

The vocabularies were adapted from the material of English book in the second semester of junior high school. The vocabularies that were taught in this research were nouns, verbs, and adjectives. The nouns and verbs that were taught includes three themes, they are travelling, flora and fauna, and health. The selection of the themes is adapted with the curriculum of the second grade students. Whereas those three classes of words were chosen because to make a very simple sentence, it is enough just by using three of them.

2.2   Concept of Teaching Vocabulary

According to Sardiman (2003:45) teaching is an activity to organize and to set the environment as good as possible and to connect it to the students, so the learning is going to occurs. In other word, it can be said, teaching as an effort to create conducive condition for the students to learn.   In teaching vocabulary, the teacher must select the words which can be learned in limited time (once a week), which words should be chosen for teaching and which ones should be left out (Bismoko, 1976:64).It means that the selecting of vocabulary should be based on the theme and material that is still being learned.

According to Nation (1974:18), when teaching a word there are three things to be taught, those are:

1. Teaching the shape, or form of the word.

2. Teaching the meaning of the word and

3. The form and the meaning should be taught together.

Teaching the shape or form means that the teacher should be able to visualize the word that is being explained. Besides that, the teacher should give the meaning of the word. The last statements above seem to imply that when teaching a word, the teacher must teach the students how to produce that word and the meaning of the words together. Then this research more focuses on the concept of teaching the meaning rather than the form of the word. Sometimes the students just know the vocabulary in English without knowing the meaning of the words.

Then, in teaching vocabulary, it is going to be better for the teacher to visualize the word. For example, teaching about music especially traditional music. The teacher can show the shape of Gamelan and teach how to play it. By visualizing the word, it is hoped that the students can understand and memorize it well.

Based on the ideas above, it can be said that the English teacher should teach not only the form of the words but also the meaning of the words especially the meaning of the words in the context, because if it is taught in unrelated words, it might cause misunderstanding.

For example

1. I have flat screen TV at my home
2. My brother in law lives in a flat

The two sentences above are the example of the words that have more than one meaning. In the first sentence, 'flat' means a surface of something whether in the second sentence, 'flat' means a place for living. There are still many words that have more than one meaning. Therefore, it is very essential for the teacher to

explain the words in context in order the students are not going to confuse and to misunderstand.

2.3   Concept of Teaching Method

The researcher has explained in the first chapter that word categorization is included to method. According to Harmer's book (2001:78), method is the principal realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material that will be helpful, and some model of lesson plan. Jing Meng (2010:701) said that the traditional teaching method was a teacher centered one with learners sitting in rows facing teacher. This method makes the students cannot express their idea and makes them bored. The new method of teaching should be students centered which make the students get role as the main actor in the teaching and learning process.

The students have to be more involved in order they can feel an enjoyable situation of learning. Besides enjoying the process, the student are expected to have enough courage to show their difficulty in learning process, therefore the teacher can help to solve it. In this research, the researcher used word categorization method. This method gives big role for the students in the learning activity. Later in the application of this method, the researcher also combines it with an interesting media that is clipping picture puzzle. The researcher hopes that the combination of word categorization method and clipping picture puzzle can increase student's vocabulary achievement.

It is important to realize that teachers need to know different approaches and methods in delivering the lesson so that he or she can choose the one that makes teaching and learning process be more comfortable and easier for the students.

2.4 Concept of Word Categorization as a Teaching Method

In teaching vocabulary to the students especially for Junior High School students, it is important to use an interactive and entertaining method so that the students are not going to be bored and they can be more enjoy in teaching and learning process. The materials are easier to be delivered by using interesting method. One kind of the method that can be used is words categorization method.

Word categorization method is a method that helps the students in learning vocabularies. The term word here means the vocabulary that is taught to the student. The vocabulary that is taught depends on the theme and the material. Whether categorization is the process in which ideas and objects are recognized, differentiated, and understood. One idea compatible with Rosch's family-resemblance hypothesis proposed that people learnt the characteristic features (or central tendency) of categories and used them to represent the category (Reed, 1972). According to this theory, categorization depends on the similarity. Therefore, the researcher defines the term categorization here as the categorization of vocabularies based on their characteristics. For example for flora and fauna theme, the vocabularies are divided by 2 categories that are flora and fauna, based on their kingdom. The researcher helps the students in categorizing the vocabularies.

Therefore the student can know which one is flora member and which one is fauna member. When students participate in a word sort, they are classifying words into categories based on their prior knowledge and experience. According to Brown and Miller (1996) that one of the key aspects of memory performance is to learn the material from the general to the specific. They liken all the information that is needed to learn as books in a book shelf. If someone put one book after the next without any kind of organizational structure, it is going to be very difficult to find one particular book (especially if there are hundreds of them). However, if someone organize the book according to topic and subtopics within each course, then it would be easier to find one specific book that is being looked for. By explaining the vocabulary to students by categorizing words can help them think about how words are related.

2.4.1 Concept of Instructional Media

Learning and teaching foreign language needs patient, time, energy, creativity, and competence. The successfulness of the teaching and learning of foreign language including English is determined by a number of factors both linguistic and non-linguistic such as the students, the teacher, the methods, material and media or aids used. English teaching media is very important to help students acquire the language. There are many kinds of media that can be used by the teachers in the teaching learning process, but the teacher should be selective when choosing it. In this research, the researcher also use instructional media in a form of picture.

In teaching learning process, pictures are usually used to help teachers to deal with task in actuating the teaching materials. The pictures that are used must suitable with the aim and the setting of the teaching and learning process. As Joshi (1959) states that visual aids are used to increase the effectiveness of classroom teaching-learning process. The image is a basic of learning of oral printed words usually mean nothing to the students until they translate them into mental image. By seeing the real image of the words that are given, the students are able to learn the words more quickly and accurately. It is quick because the words are in the forms of the interesting, not in the form of word that looks boring. In addition, it is accurate because the learners can see the real shape of the words that are given, so they are not going to be confused.

According to the statements above, it is clear that visual aids especially picture are useful to help teacher with the task of teaching language and can help the teacher to add variations, clarity and especially reality to the classroom situation. Oral printed words usually mean nothing to the students until they are translated into mental image.

Based on the explanation above, it can be concluded that picture can accordingly be applied to accelerate the students' understanding of certain words or activities than without using words Categorization method; therefore the using of words Categorization method can improve the students' vocabulary in teaching and learning process.

2.4.2   Concept of Clipping Picture Puzzle

Besides the method that was applied, the media that was used also took an important part in this research. The name of the media was clipping picture puzzle. As stated by Allen (1999: 107) that teachers should increase the use of concrete contexts when possible (pictures, artifacts). Clipping is the cutting activities or cutting certain sections of newspapers, magazines or other sources and then arranged in a particular system in some fields. The researcher has modified the clipping that was used here. The modification is in the content of the clipping itself. If commonly the contents of clipping are the articles from newspaper or magazine, but here the contents are pictures that relate with the material and the theme of the learning process. The sources are some pictures that have been prepared before by the researcher.

The next step of using it was just the same as the common clipping, arranged the picture in some categories. The pictures that were used based on the material and the themes that were taught. The themes of the picture are travelling, flora and fauna, and health. Whether the term puzzle, word puzzle comes from the English language meaning disassembly, media puzzle is a simple media played disassembly. The researcher called the media puzzle because the student could disassembly the picture that has been put and put other to replace it. By using picture the students know the shape, form or situation of the word that is still being discussed. They also enjoy the process of delivering it, because it is not just in a form of word but in a form of image. The using of picture media to support the word categorization method is also be caused not all vocabulary that is given

has been seen by students. The researcher hopes that the students do not only know the vocabulary in meaning but also can explain the definition and all characteristics of the target words.

The form of clipping picture puzzle is like a clipping and the cover is made as interesting as possible. The content of this clipping is depending on the material that is given. However, the arrangement of the content is almost same in each material. This media can be said as the development of using picture media, but in this media the pictures are arranged based on their categories and put in a clipping. The arrangement of the clipping has designed by the researcher. The students just need to put the words in their categories. Indirectly the students have to know the meaning of each word before categorizing it however the way.

2.5   Teaching Procedures

In applying the method, the researcher used the following steps:

1. Dividing the class into groups of 4-5 students in each group and each of them has 1 set of blank paper (to patch the picture).

   The researcher divided the class into some groups which consisted of 4-5 students in each group. The distribution of the groups' member could be done by random way.

2. Explaining the material

   The first step was the researcher explained the material that would be given. For example the material was about simple present tense. Therefore the researcher should explain the simple present first before going to the theme.

After explaining the material the researcher gave the theme that was flora and fauna as the example.

3. Instructing the students to write some themes in different page of papers.

    It related to the media that was used by the researcher. Clipping picture puzzle consisted of some themes during the treatment. The themes were like having been explained before. Therefore in each meeting, the theme of the vocabulary was different depends on the material.

4. Instructing the students to categorize the picture based on their category.

    It became the core of word categorization method. The students categorized their picture (the pictures are the vocabulary that have been given) based on the instruction and guidance of the researcher.

5. Evaluating the result of students' clipping

    The researcher evaluated the categorization that had been done by the students. It was done with the students in order they knew the mistakes that had been made.

2.6 Advantages and disadvantages

This method helped the students to think about how words were related. The researcher gave the example of using the words in a sentences. It was done in order the students knew how to use those words. It was proved by the improvement in the students task's in making sentences. Besides that, this method could interest and stimulated the students motivation, it was proved by the activity of the students that tended to be more active in the learning process than usual. The researcher knew it because when the researcher conducted the treatments, the

teacher was in the class and told that. It was suitable with the theory stated by Joshi (1995) that the using of visual aid could increase the effectiveness of classroom teaching and learning process. But this method had weakness too, it was rather difficult to visualize the verb in picture.

2.7   Theoretical Assumption

There are three components of language, namely phonology, grammar, and vocabulary. Vocabulary is one important part in learning a language, because without vocabulary it can be so difficult to communicate with each other. Students who do not master a sufficient number of vocabularies are going to fail in using language satisfactorily either in oral or written form. It means that the ability to use English in daily life needs the mastery of adequate vocabulary.

In this research, the researcher focused on teaching vocabulary by using method that was called words categorization method. The researcher assumed that the representative of words categorization method in the class had some advantages. Besides, it can be more easily handled in the class and represent real thing, because the media that was used is clipping picture puzzle. Picture could also help the students to get the correct word. Therefore, it was easy to study vocabulary and improve the students' achievement of vocabulary.

2.8 Hypothesis

Based on the frame of thinking above, the writer formulates the hypothesis as follows: There is a significant improvement of students' vocabulary achievement after being taught by using word categorization method.