

## **II. LITERATURE REVIEW**

This chapter will review the theories that support the research. Those theories are vocabulary, types of vocabulary, active and passive vocabulary skill, vocabulary in language learning, concept of teaching vocabulary, writing, concept of flashcards, picture in teaching vocabulary, advantages and disadvantages of flashcards, procedure of teaching vocabulary by using flashcards, theoretical assumption and hypotheses.

### **2.1 Vocabulary**

Vocabulary as one of the language aspects is supposed to be learnt when people are learning a language. A good mastery of vocabulary is important for anyone who learns a language. A learner of foreign language will speak fluently and accurately, write easily, or understand what they read or hear if they have enough vocabulary and have a capability of using it accurately. It is obvious that vocabulary is very important for learning a language, especially English, because the English vocabulary is extremely large and various. Therefore, it is very essential for English teachers to help their students to understand vocabulary.

Hatch and Brown (1995:1) define vocabulary as a list or set of words for a particular language or set of words that individual speakers of language might use.

Beside that, Schmitt (2000:151) argues that “vocabulary is systematically recycled and added to as the reader works through the series”. It means that learning vocabulary is a cyclical process of meeting new words and initial learning, followed by meeting those words again, each time extending knowledge of what the mean and how the tone used in the foreign language. In this case, the learner has to know what a word sounds like (its pronunciation) and what it looks like (it spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.

From the definition above, it shows that vocabulary means the basic unit of a language that contains information about meaning, use, definition, synonym, antonym of a word in a language to be spoken or written to build up a language. And also vocabulary is a component of language and a number of words used by a person, class, and profession.

## **2.2 Types of Vocabulary**

There are some types of vocabulary in English. Fries (1970:4) classified English words as follows:

### **1. Content words**

Content words represent the name of subject or things, that is the concrete nouns (kitchen, market, bedroom, and bathroom) for example: She cooks in the kitchen. Action done with these things that is verbs (buy, arrive, and teach) for example: She buys vegetables and fruits. And the qualities of these things that is adjectives

(clever, delicious, and beautiful) for example: Mother always cooks delicious food for us.

## **2. Function words**

Function words are those which are used as a means of expressing relation of grammatical structure, such as conjunction (and, but, because) for example: She brings a bag of full vegetables and fruits, article (a, an, the) for example: A magnifying glass is one of his properties, and the auxiliaries (do, did, does) for example: Does Mr. Smith conduct his research in laboratory?

## **3. Substitute words**

Substitute words are those which represent not to individual things or specification, but function as substitute for whole from classes of words, that is indefinite ( somebody, everybody, anybody) for example: Everybody can buy daily needs in the market.

## **4. Distributed Words**

Distributed words are those distributed in use according to grammatical matter as the presence or absence of negative such as any, either, too, or yet.

From those types of English vocabulary, the content words (Nouns, Verbs, Adjective, Adverb) is taken as the material in teaching English Vocabulary since it is appropriate with picture.

### **2.2.1 Concept of Content Words**

Content words represent the name of subject or things, that is the concrete nouns

(kitchen, market, bedroom, and bathroom). Action done with these things that is verbs (buy, arrive, and teach). And the qualities of these things that is adjectives (clever, delicious, and beautiful).

## 1. Noun

Noun is head word of grammatical structure of sentence. Riyanto (2010:7) defines as any class of word naming or denoting a person, thing, place, action, quality.

There are many different types of nouns:

### a. Proper nouns

The noun represents the name of a specific person, place, or thing. A proper noun is the opposite of a common noun. A proper noun is always written in a capital letter. The names of days of the week, months, historical documents, institutions, organizations, religions, their holy texts are proper noun. *Example: Last year. I had **Moslems** as roommates.*

### b. Common nouns

A common noun is referring to a person, place, or thing in a general sense.

A common noun is written in a capital letter when it begins a sentence.

*Example: According to the **sign**, the nearest **town** is 60 miles away.*

### c. Concrete nouns

A concrete noun is a noun which names that can perceive through physical sense: touch, sight, taste, hearing. A concrete noun is the opposite of an abstract noun. *Example: They take the **dog** to the **cage**.*

### d. Abstract noun

Is a noun which names that can not perceive through physical sense.

*Example: **childhood**.*

**e. Countable nouns**

A countable noun is a noun with both a singular and plural form, and its names that can be counted. Countable nouns are opposite of non countable nouns. *Example: table, chair.*

**f. Non- countable nouns**

A non-countable noun is a noun which does not have plural form. Non-countable noun refers to something that cannot be counted. *Example: oxygen.*

**2. Verb**

Verb is a part of speech (word class) that describes an action or occurrence or indicates a state of being.

**Types of Verb:****a. Auxiliary verb**

An auxiliary verb (also known as a helping verb) determines the mood or tense of another verb in phrase. *Example: It will rain tonight.*

**b. Finite verb**

A finite verb expresses tense and can occur on its own in a main clause. *Example: She walked to school.*

**c. Non-finite verb**

A non-finite verb (an infinite verb or participle) does not show a distinction in tense and can occur on its own only in a dependent phrase or clause. *Example: While walking to school, she spotted a blue jay.*

**d. Regular verb**

A regular verb (also known as a weak verb) form its past tense and past

participle by adding –d or –ed (or in some cases –t) to the base form.

*Example: We finished the project.*

#### **e. Irregular verbs**

An irregular verb (also known as a strong verb) does not form the past tense by adding –d or –ed. *Example: She ate the wrapper on his candy bar.*

### **3. Adjectives**

An adjective is a word used to describe a noun.

#### **Types of adjectives:**

##### **a. Adjective of quality**

Adjective of quality answer the question ‘of what kind’.

*Example: large, small, intelligent, beautiful.*

##### **b. Adjective of quantity**

Adjective of quantity answer the question ‘how much’.

*Example: some, little, any, enough.*

##### **c. Adjective of Number**

Adjective of number answer the question ‘how many’.

*Example: two, seven, second, third.*

##### **d. Demonstrative adjective**

Demonstrative adjective answer the question ‘which’.

*Example: this, that, these, those.*

### **4. Adverb**

Adverb is words that is used to describe verbs or adjectives.

### **Types of adverb:**

#### **a. Adverb of manner**

Adverb of manner are beautifully, calmly, carefully, fast, hard, neatly, peacefully, quickly, slowly.

*Example: I can find her address easily.*

#### **b. Adverb of place**

Adverb of place are there, here, outside, inside, upstairs.

*Example: I will be there tomorrow.*

#### **c. Adverb of time**

Adverb of time are now, tomorrow, yesterday, today, ago, last, twice, once.

*Example: He passed the exam last semester.*

#### **d. Adverb of frequency**

Adverb of frequency are always, often, rarely, seldom, sometimes, usually, hardly ever, never. *Example: He never comes late.*

The researcher focused on content words because one of the problem faced by the students is that they cannot often differentiate which words belong to noun, verb, adjective, and adverb. Content words are mostly found in the material that should be learnt by the students of Junior High School based on the curriculum.

### **2.3 Active and Passive Vocabulary Skills**

Vocabulary is one aspect that has to be learned between others language skills. Learning vocabulary is very important because we are able to speak, write, and listen well if we know what vocabulary that we should use. Someone must know

the word if they can recognize the meaning when they see it (Cameron, 2001:75). In learning vocabulary automatically we have to know the meaning of words itself and can use it in sentences. Aebersold and Field ( 1997:139) classify vocabulary into active and passive vocabulary. The meaning of active and passive vocabulary are:

#### **a. Active vocabulary**

Active vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as *productive vocabulary*. Students must know how to pronounce it well, they must know and be able to use grammar of the target language, and they also must be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skills.

#### **b. Passive vocabulary**

Passive vocabulary refers to language items which can not only be recognized and understood in the context of reading or listening, but also called as *receptive vocabulary*. Passive vocabulary or comprehension consists of words comprehended by people, when they read or listen.

Based on the explanation above, active vocabulary is the words that use in own speaking and writing. People not only understand these words, but they can also call them up from memory and use them accurately. Besides that, passive vocabulary is the words that recognize in context when people read or hear them. People understand what these words mean, and can follow what is being written or said. Whether they have seen and heard these words a few times or repeatedly,



the words in passive vocabulary are familiar when other people use them. In doing my research I make two kinds of test, they are active and passive vocabulary. Vocabulary test is passive vocabulary test and writing is active vocabulary test.

## **2.4 Vocabulary in Language Learning**

Vocabulary is a component of language that can not be separated when learning the language. Learning a language means a learning thousand of vocabulary items. The teacher should take consideration mainly usefulness of the words, when making a decision about what vocabulary to teach. Allen (1983) pointed out that is useful to provide the learner with words for ‘classroom language’ just at the early stages of the course.

The teacher should be careful in selecting the words for teaching. The selection of the words should be taken into account and should be related to the curriculum. Bismoko (1976:64) states that teaching vocabulary, the teacher must select the words which can be learned in limited time, which words should be chosen for teaching and which one should be left out.

Hamalik, 2001:172 in Kusniah, 2002 “one learns only by some activities in neutral system: seeing, hearing, smelling, feeling, thinking, and physical. The learner must actively engage in the “learning” whether it is information of a skill, an understanding, a habit, an ideal, an attitude or the nature of the test”. It means that students’ learning activities mean any activity done by the students during the teaching and learning process. By doing many activities they will gain the knowledge, comprehension and aspect of behavior to develop their skill.

## **2.5 Concept of Teaching Vocabulary**

Mastering English vocabulary is very important in order that we can communicate with others. Vocabulary is also an important factor in all languages. We know that vocabulary mastery is very important in writing, we need serious attention in learning vocabulary not only for students, but also for the teachers. It becomes a great challenge for students for the teachers to teach vocabulary and develop their students' vocabulary mastery. Here are some principles of teaching vocabulary (Schmitt, 1997:146). They are:

### **a. Building a large sight of vocabulary**

This principle is actually aimed at developing the students' sight of vocabulary. It means the students do not only know a meaning of each vocabulary, but by mastering a vocabulary means also mastering many meanings related to the vocabulary intended.

### **b. Integrating new words with previous words**

This also means that teaching vocabulary also helps the students integrating the previous words they have memorized and the new words they learn so that the students will tend to be easier in mastering the vocabulary.

### **c. Promoting deep level of processing**

In this case, while teaching vocabulary a teacher has to let her/his students to keep the process of memorizing the vocabulary in minds deeply, so that the students will be able to memorize the vocabulary in a long time. Most students in senior high school are forgetful to the vocabularies they have memorized because they

have no deep level of processing in memorizing it. The deep level of processing of memorizing it can be done using the visualizations or using the vocabulary in the sentences.

#### **d. Facilitating image**

As mentioned in the previous principle that students will tend to be easier in memorizing and mastering vocabulary if they visualize it. Visualization means we are using our sight to help memorizing the vocabulary. For example, when the students learn to memorize the vocabulary related to astronomy, the teacher should give them the pictures of astronomy.

#### **e. Making new word real by connecting them to the students' word in some way**

A new word is sometimes uneasy to remember. But, by connecting this new word to the previous words known, the new words will be more real and become easier to remember.

#### **f. Using variety techniques**

The students will be bored in learning something if the teacher never varies the technique used. Learning vocabulary will seem interesting if the teacher often changes the technique of teaching used. While the students have felt interested in learning vocabularies, mastering vocabularies will be easy.

Actually all students have their own strategies in memorizing the vocabularies they store. So, a teacher should encourage any difference of strategy used by the students as long as it can help their vocabularies.

The techniques above are the way to teach vocabulary, but the main purpose of teaching vocabulary is to help students to be able to use those learnt vocabulary in the sentences. So, the English teacher should not only teach the students to enlarge the quantity of their vocabulary mastery, but also teach them how to use it in sentences by asking them to write sentences by using the vocabularies they have mastered. Teaching vocabulary is one of the most important components of any language class. The main reason is the fact that it is a medium, which carries meaning; learning to understand and express the meaning is what counts in learning languages. In teaching vocabulary, the significant point is the selection of words that the teachers want to teach. The teacher can decide which words to teach on the basis of frequency, how often then words are used by the speaker of the language.

## **2.6 Writing**

Writing is one of the skills of language that is studied in the classroom. Writing is the activity requiring the ability to make the word become sentence. Writing is a means to communicated, to convey message, ideas, and feeling in a written form. Raimes (1983:76) states that writing is a skill in which we express ideas, feeling and thought which to be arranged in words, sentences and paragraph. Furthermore, Nation (1990:84) describes that the process of writing is a way of bringing about improvement in learners' writing by providing help at the various stages of the process instead of focusing only on the finished product.

In this research, the researcher wanted to know active vocabulary in writing form after students learn vocabulary by using flashcards. The researcher wanted to see

the vocabulary use in writing and also the researcher wanted to see whether the students have improvement in writing or not.

## **2.7 Concept of Flashcard in Learning Vocabulary**

Flashcard is visual aids with colorful picture that attract the students' attention to learn. Flashcards is set or card with a word or phrase on one side and its meaning usually in translation on the other (Lado, 1964:197). Flashcards contains vocabulary or word so it is easy for students to learn vocabulary.

Weaver (1950:5) states that learning through visual material will be better than learning through explanation and description. It means that it is possible that flashcards can give good impression for the students. It helps the students to enjoy the learning activity. The students will not feel bored in teaching and learning process because they get interesting material from the flashcard.

The teacher can create the flashcards based on the material that will be given. Flashcards can help the teachers to make the interesting methodology. Wright (1968:73) states that flashcards is printed card with the words and picture which can be handked easily by the teacher.

The ideas above clearly show that flashcards as one visual aids is very important in teaching English vocabulary. Watton (1966:186) classifies the kinds of visual aids as follows:

1. Symbolic aids, i.e. those aids that supplement the written and spoken words. They are pictures, maps, globes, charts, flashcards, and graphs.
2. Equipment's, i.e. those aids that can be used such as blackboard,

whiteboard, monitor, screen, LCD, and television.

The explanation above shows that flashcards as visual aids has important role in teaching vocabulary. Therefore, the researcher uses flashcards in teaching vocabulary.

## **2.8 Advantages and Disadvantages of Using Flashcards**

According to Wright (1968:73) as quoted by Debora, the advantages of using flashcards are:

1. It can help the students to ease themselves in memorizing words they have learned.
2. It can be brought everywhere because the size of the cards is not too big.
3. It gives variation in teaching. The teacher is not only to teach and explain the lesson verbally but also students are asked to express words on their own sentences.
4. Flashcards are very helpful to refresh the students' mind before starting the new lesson.

The disadvantages of using flashcards are:

1. Flashcards cannot be used at all level. For those who have already large amount of vocabulary. Flashcards are not effective.
2. The teacher who wants to make flashcards should have much time in presenting flashcards as well as making the cards.

## 2.9 Procedure of Teaching English Vocabulary by using Flashcards

There are several steps of using picture as visual aids in teaching vocabulary. The writer proposed the procedures of teaching vocabulary through picture are the researcher shows the flashcards picture to the students. There are some ways to teach vocabulary by using flashcards in this research:

- The students are shown the flashcards with the words below the flashcards. The teacher pronounces the word on the flashcard clearly. Then the students try to pronounce after the teacher pronounced it.
- The students answer some question related to the flashcard. For example the teacher shows the flashcard of a teacher then the students are given some questions about the teacher. What is the occupation in this picture? Where does she work?
- The teacher changes to other flashcards and shows the flashcards one by one.
- The students are shown two different flashcards and they are asked to guess the right name of the flashcards that asked by the teacher. For example the teacher shows the flashcard a police and a singer, then the teacher says “which one is a singer? The flashcard on my right hand or my left hand?”
- After all of the students are able to name the flashcards, the teacher asks the students whether they have question or not.
- The teacher shares flashcards to each students.
- The teacher write down the vocabularies related to the topic on the whiteboard.

- The teacher asks the students to make sentences by using words of occupation that they have already found before individually.

### **2.10 Theoretical Assumption**

The researcher considers that the vocabulary on the flashcards is useful for getting new words and their meaning. It means that flashcards can be very helpful in improving students' vocabulary mastery in writing and effective in a review of words that have been learned. Based on the frame theories above, flashcards is a media that can be used to teach vocabulary. Hopefully through this teaching the students will get better in their vocabulary.

### **2.11 Hypotheses**

1. There is improvement of students' vocabulary mastery by using flashcards in teaching vocabulary at the first grade at SMPN 18 Bandar Lampung.
2. There is improvement of students' vocabulary use in writing after being taught through flashcards at the first grade at SMPN 18 Bandar Lampung.