CHAPTER II
FRAME OF THEORIES

This chapter contains the theories which support the research. They involve concept of vocabulary, concept of learning vocabulary, concept of flashcards, concept of flashcards in learning vocabulary, concept of motivation, theoretical assumption and the hypothesis.

2.1 Concept of Vocabulary

In communicaton, language plays an important role. To be able to use language, students should have certain amount of vocabulary. Actually, the students cannot develop their language without having sufficient mastery of vocabulary. Vocabulary is the total number of words that make up a language (Hornby, 1995:1425). The teacher should increase the students' vocabulary because it is an important part of language. According to Rivers (1970:462), it would be impossible to learn a language without vocabulary. Fries (1978:38) states that vocabulary is the essential area of language learning because of that, the students should learn the English words appropriately. In order to master the language. Without vocabulary language is nothing.

Moreover, Richards (1978:76) states that English as a foreign language is used in formal setting such as the school, and where English is not normally a language learning when the learners learn in order to become the member of community who speak that perform of English. So that, to know English the students should know vocabularies.

Burton (1982-1998) says that mount of vocabularies help us to express our idea precisely, vividly and without recitation of words. And he also said that with larger vocabulary, we can better perform in all aspects of English language work. So by mastering a great amount of vocabulary, it will be easy for the students to learn foreign language, especially English.

There are some types of vocabulary in English. Fries (1978:45) classifies English words into four groups, they are:

1. **Conntent words** represent the name of object or thing that is concrete nouns (cats, dogs), action done by or with these things, that is verb (kick, shoot), and qualities of these things, that is adjective (good, bad, long, etc) and adverb (quickly and beautifully).

2. **Function words** are those which are used as a means of expressing relation of grammatical structure, such as conjunction (and, but) article (a, an, the) auxiliaries (do does, did).

3. **Substitute words** are those which represent to individual things or specific action as substitutes for whole form classes of words, that is, indefinies (anybody, anyone)

4. **Distributed word**, are those that are distributed in use according to grammatically matters as the presence or absence of negative, such as, any, either, neiher, or yet.

Cristal (1995:206) defines those three parts of speech as clasified below, they are:

I. Noun

It is one of the most important part of speech. A noun is word used to name a person, animal, place, thing, and abstract idea. It is also a word which (a) occurs as a part of subject of a sentence or an object of averb or the object complement. A noun can be modified by an adjective. Williams (1992:22) states that noun is such a problem that many grammar books do not even try to do it. Accepting the idea that the concept of *noun* is fairly abstract, however, can point us in the right direction, toward a reasonably acceptable definition.

Types of Nouns

There are many different types of nouns:

a. Proper Noun and Common Noun

Proper nouns name specific people, places, thing, or ideas. (e.g. Britney, London, Rover, Nike). Since these noun are naming specific things,they

always begin with a capital letter. e.g. 1) **Britney** *is a famous female singer*

Common nouns are the opposite of proper nouns. They name people, places, things or ideas that are not specific. (e.g. Woman, City, Dog and Shoe). 2) *London is capital* **city** *of United Kingdom.*

b. Countable Nouns and Uncountable Nouns

Countable nouns are common nouns that can take a plural, it can combine with numerals or quantifiers (*e.g. one, two, several, every, most*) and can take an indefinite article (*a* or *an*). Examples of count nouns are *bike, nose* and *occasion,* 3) *e.g. There is a bike in that garage*.

Uncountable nouns conversely, some nouns are not countable and are called uncountable nouns. Uncountable noun cannot take plural forms.

Substance, liquids, and powders are entities that are often signified by uncountable nouns such as *wood, sand,* and *flour*. Other examples would be *milk, air,* and *furniture*. Example of uncountable nouns, *4) we drink milk everymorning.*

c. Collective noun

Collective nouns are nouns that refer to groups consisting of more than one individual or entity, even when they are inflected for the singular. Examples include *committee, herd*, and *school* (of fish). These nouns have slightly different gammatically properties than other nouns. For example, the noun phrases that they head can serve as the subject of a collective

predicate, even when they are inflected for the singular, 6) e.g. *The committee gave unanimous approval to the plant.*

d. Concrete Nouns and Abstact Nouns

Concrete nouns refer to physical entities that can, in principle at least, be observed by at least one of the senses (for *instance, chair, apple, janet or wool), e.g, your sweater is made of fine **wool.***

Abstract nouns more ethereal, theoretical concepts use abstract nouns to refer to them. Concepts like *freedom, power, and redemption* are all examples of abstract nouns, 7) e.g *They hate us for our **freedom***

II. Verb

It is the word which expresses an action or help to make a statement. The verb is perhaps the most important part of the sentence. A verb or compound verb asserts something about the subject of the sentence and express actions, events, or states of being. It occurs as a part of predicate of a sentence and sometimes carries numbers of grammatical categories, such as tense, aspect, and mood. (paul D. 1997:98)

Types of verb

There are several types of verbs, including:

a. Auxiliary verb

Auxiliary verb is also called as helping verb. This helping verb assists the main verb in a clause to express several basic grammatical contrasts, such as in person, number and tense. They do not follow the same grammatical rules as main verb, which is why they must be considered as a separate class.

b. Inchoative Verb

Inchoative verb is a verb that describe a chance of state. The examples of inchoative verb are *freeze, dry, burn* etc. *Ex: the ice freeze in freezer*

c. Modals

Modality expresses the speaker's attitude toward the action or state given by the verb, especially with regard to degree of necessity, obligation, or permission ("You must go". "You should go", "You may go"),

d. Phrasal Verb

Phrasal verb is set of verbs which demonstrate some unique properties. It appears with what looks to be a preposition, traditionally referred to as particle.

e. Regular and Irregular Verb

A regular verb is verb that follows the pattern of taking –*ed* for the past tense and past participle or –*d* if the word ends in e, such as walk=walked. An irregular verb is the verb that does not take the –*ed* ending for the past tense and past participle forms. Some irregular verbs do not change; put put put, while others change completely; drink, drank, drunk.

III. Adjective

Heaton (1991:88) states that it is the word used to qualify noun or pronoun. An adjective modified a noun or pronoun by describing, identifying, or quantifying words. An adjective ussually precedes the noun or the pronoun which it modifies. In the following examples: *1). The small boat foundered on the wine dark sea, 2). The back room was filled with large, yellow rain boots.*

An adjective can be modified by an adverb, or by phrase or clause functioning as an adverb in the sentense, for example: 1). My husband knits intricately patterned mittens.

a. Possessive Adjective

A possessive adjective (*my, your, his, its, our, her*) is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun or a noun phrase.

b. Demonstrative Adjectives

The demonstrative ajectives *this, these, those,* and *what* are identical to the demonstrative pronouns, but are used as adjectives to modify nouns phrases.

Based on the explanation above, it can be said that every expert has her own classification based on different sides and aspects. But, in this research, the writer focus on the vocabulary which is classified into content words. The writer takes nouns as the material to do the research because it is also mentioned in the 2006 curriculum that students are able to comprehend the nouns. Nouns are concerted with students' world such as, food, animal, and profession.

2.2 Concept of Learning Vocabulary

According Allen and Vallete (1977:149) in learning language, vocabulary should be taken into account and the technique that is used must be considered, it means learning vocabulary can be meaningful if the teacher can conduct the teaching

process by combining the available techniques of teaching. And the students as the participants in learning process understand the words easily.

In order to keep the students interested and motivated in English, the presence of proper teaching is absolutely required. The using of media can help teacher and students in teaching-learning process. There are many kinds of media which can be applied in learning vocabulary; teacher can choose one of them to be used in teaching-learning process.

Kustarjo (1988:24) gives five possible ways of learning vocabulary, namely:

1. Learning vocabulary through creativity.

   The teacher lets students decide many choices by themselves what they want. The teacher can choose any techniques which enable students to be creative in producing vocabulary, e.g.: game, picture, drama, flashcards, etc.

2. Learning vocabulary through context clues

   The teacher can use a context clue in a word recognition by figuring out of meaning of a word based on the clues in the sorrounding context. The teacher can give students synonyms, antonyms, or definition of words.

3. Learning vocabulary through guessing

   The teacher can encourage students to guess and to consult the words learned. To guess correctly, the student should have a good rational. The teacher can give an example by pronouncing sentence, and then the student guess the word.

4. Learning vocabulary through derivation

   The teacher involves the four classes of word in the passion of accuracy in English sentence patterns; the teacher can give nouns, verbs, adjectives, and adverb. Then the teacher asks the student to derive the words, for example: employ (verb), employer (noun), employable (adjactive), etc.

5. Learning vocabulary through definiition

   The teacher guides students to define the meaning of words into the correct sentence for example: a voter is someone who votes.

Based on the theory above, the writer chose learning vocabulary through creativity and flashcards in used as a way to help the students improve their motivation in learning vocabulary. Flashcard is one of media, they are many kinds of media, they are:

1. Charts

   A chart is a combination of pictorial, graphic, numerical or vertical material which presents a clear visual summary. The main function of the chart is always to show relationships such as comparisons, relative amounts, developments, processes, classification and organization

2. Posters

   The poster can be defined as a graphic representation of some strong emotional appeal that is carried through a combination of graphic aids like pictures, cartoons lettering and other visual arts on a placard. It aims for conveying the specific message, teaching a particular thing, giving a general idea etc. Posters exert a great influence on the observer.

3. Flashcard

   Flashcards are small cards with a picture or words on them used in learning English.

4. Graphs

Graph is defined as a visual representation of numerical data. Graph is fundamentally a tool for expressing number relationships, which is much easier to visualize than can be done if the statement were made only in words and figures

5. Map

A map is a flat drawing or representation of an area, such as a village, which shows the location of natural and man-made features and resources. A map is drawn or made to be smaller than real life, and is not always to scale.

Based on the theory above, the writer chose Flashcard as a media to help students to improve their motivation in learning vocabulary.

2.3 Concept of Flashcards

Flashcards are a set of cards with a picture and word on one side and its meaning usually in translation on the other (Lado, 1983). It means that flashcards include words or phrase. We know that vocabulary is very essential in learning English so that words in flashcards can be used to learn and teach vocabulary. Then, he states that flashcards may have a picture or the native language word on one side and the second language word on the other.

2.4 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.

2.5. Concept of Flashcard in Learning Vocabulary

Flashcard is a card bearing number, words, or picture that someone briefly display to another as learning aid (Webster 1988:514).Wright (1968:73) also says that flashcard is printed with words and picture which can be handled easily by the Teacher. It means that the teacher could create the flashcards and the sizes of the flashcards could be determined.

Lado (1983) states flashcard may have a picture or native language word on one side and the second language word on the other. Flashcards is a card with a picture on one side and a word or phrase in the second and native language on the other.

It is visible that is designed for increasing students' learning ability. Thus, the function of flashcard in learning vocabulary is as one of visual aids. Kreidler (1986) says that visual aid can be useful to the language teacher by helping him create situations which are outside the classroom walls, introduce students to unfamiliar cultural aspects, give the reality to what might be misunderstood verbally by the students, change situation, quickly and easily in a drill, and decoration for the classroom.

Weaver (1950) classifies the kinds of visual aids as follows:

1. Symbolic aids, those aids that supplement the written and spoken words.

2. Equipments, those aids that can be used, such as blackboard and televisions, etc.

The ideas above clearly show that flashcard as one of visual aids is very important in learning vocabulary.

In other to help students master a new language, they have to master an adequate number of vocabularies. In other words, we can say that the quality of the language performance of the students may depend on the quality and the quantity of the vocabulary the students have. The more and the better vocabulary they gain, the more skilful the languages they can perform.

2.6. Concept of Motivation

Ellis as cited in Hasan (1991: 1) states that motivation is one of the factors that influence the students' ability in learning language. Motivation is an inner power reinforcing someone to do something, all inner power that determines successful learning activity (Oxford and Shearin, 1994: 12). We can figure that success in task is due to simply to fact that someone is motivated. If the students are strongly

motivated, the process of learning will be more active and effect their achievement.

Motivation is considered to be one of determining factors in developing a second or foreign language. Motivation determines the extent of active and personal involvement. On the contrary, Gardner (1985) in Aprida (2002) explains that motivation differs from orientation because the students may demonstrate a particular orientation but not be highly motivated to achieve the goal. Motivation, in this case is a positive power, which stems from desire to attain the goal reflected in the orientation, for instance, learning English seriously in order to get a better job in the future. In relation with the previous statement, the students need mottivation in order to attain the goal of language learning and motivation can come themselves or from their environment.

From all statements above, the writer assumed that motivation means positive impulse toward the language learning in order to attain goal of foreign language learning. Thus, it seems that motivation plays an important part in order to make the students master their English and get the best achievement.

2.7. Concept of Motivation in Learning English

Since the learning process needs motivation, the students also need the motivation in learning language especially in learning English. Oxford and Shearin (1994) state that motivation is extremely important for second language learning and it is crucial to understand what our students' motivation are. Understanding their motivation is important in order to know why they learn a foreign language. Motivation is also used to facilate students to reach their objectives in learning English; it is reach good acheivement in learning vocabulary.

According to Gardner and Lambert in Littlewood (1991), motivation in learning English is divided into two parts. The first is integrative motivation that identify with positive attitudes towards the target language group and the potential for integrating into taht group or at least an interest in meeting and interacting with members of the target language group. The second is instrumental motivation, which refers to more functional reasons for learning a language, for example, to get a better job or promotion, or to pass a required examination.

Motivation in learning English is also divided into instrinsic and extrinsic motivation. Intrinsic motivation is motivation as incentive, which originates within the behavior itself rather than extremely as in playing musical instrument for enjoyment (Setiadi, 1999). If reasons for studying English are for his enjoyment himself and his knowledge himself, it is called instrinsic motivation.

Extrinsic motivation stems from positive or negative reinforcements which are external to the behavior itself rather than inherent in it. For instance, studying to get good scores not because of studying is enjoyable. The instrinsic and extrinsic motivation is revevant in Indonesia. Therefore the writer used the instrinsic and extrinsic motivation as the indicators of the questionaire.

Hence, the writer assumed that all kinds of learning process need the motivation especially in learning English as foreign language. The students can reach their goal if they have instrinsic and extrinsic motivation.

2.8. Motivating Students

In ideal classrooms, students pay attention, ask question and want to learn. They do their assignments without complaining and study without being coaxed or cajoled. In fact, theachers do not teach in an ideal world. They often face the students who are not motivated; more accurately, students do not seem motivated to work the task their teachers have set out for them, including in learning vocabulary. A teacher contributes a great deal to the students' desire to learn and to make responsibility and control for their own learning. With a positive, proactive to motivation, a teacher can influence the way students view themselves and learning.

Baron (1992) and Schunk (1990) as citied in Eggen (1997) states that motivation is a force that energizes, sustains, and directs behavior toward a goal. Just a force moves an object, motivation moves a person. When the students pay attention, turn in their works, and study for the tests, it can be said that they are motivated. It is the same when they are active and interctive in learning vocabulary. If they do not do these things, it is said that they are not. This notion is not technically true however. More accurately, they are not motivated to perform the task teacher sets out for them; simply, their goals are not the same as teacher's goals. Teacher's job is trying to increase their inclintion to perform meaningful learning tasks.

Students' motivation is critical for learning. Heartel and Walberg (1993) as citied in Eggen (1997) states that there are reseachers who have found a strong, positive correlation between motivation and achievement. Learning and motivation are so strongly interrelated that a person cannot fully undersatand learning without considering the impact of motivation on it. According to Nocholls (1984) in Eggen (1997) learning goals lead to task orientation, in which students focus on understanding and do not worry about failure or comparisons with others.

With a learning-focused classroom, teachers can do much to motivate students to learn including in learning vocabulary. Motivation can be influenced by many factors. One of factors is media used by the teacher. Good media that are used in presenting the material can give students interest so that it can help the teacher to motiavate them and make them to be more active and interactive in teaching-

learning process. In this research, the writer focussed on the improvement of students' motivation in learning vocabulary through flashcard.

2.9. Measurement of Motivation in Learning English

Motivation is an psychological construction. It cannot be observed and measured directly. It must be measured trough a certain indicators of the instrinsic or extrinsic motivation. In other words, it must be classified, orgaized, and put into measureable symbol in order to make sense. In this research, therefore, the writer measured the motivation toward English by administering Likert measurement technique (Likert Scale) range 1 to 4. This technique places psycological aspects that are used into all of instrument in this paper such as motivation questionaires. There was a negative-wording of the questionaire. It is expected that the students read the questionaire carefully. So, the student do not focus on the pattern of choices but they will focus on the answer of the questionnaire.

In the questionnaire, the writer used affective continum ranging in form of like-dislike, agree-disagree, or good-bad matter that refers to the indicator of the instrinsic and extrinsic motivation determines a part of motivation such as: frequency, students' reason, strategy and students' involvement (Seplina, 2006).

2.10. Theoretical Assumption

In learning vocabulary the teacher should find the way that can motivate the students to learn new vocabulary. In addition, by using flashcards the students are not only able to memorize words and apply them in the context. But they are also able to bring them into interesting and enjoyable situation. Students are helped to raise their intrinsic and extrinsic motivation where hopefully they teach English for their enjoyment themselves and their knowledge themselves.

Flashcard can give variety in learing vocabulary and the students are hoped to be motivated in learning vocabulary, which is by using the words in the real situation especially in communiacation. Therefore, Flashcards can be effective technique to improve students' motivation in learning vocabulary.

2.11. Hypothesis

Based on the assumsption above, the writer formulated the hypothesis isas follow:

"There is significant improvement of students' motivation in learning vocabulary after being taught by using Flashcards.