

II. FRAME OF THEORIES

This chapter discusses about review of the previous research, review of related literature, theoretical assumption and hypothesis. The review of related literature consists of concept of vocabulary, concept of teaching learning vocabulary, concept of projected picture and procedures of teaching using projected picture.

2.1 Review of the Previous Research

The mastery of English vocabulary is required in order to be skillful in English. However, there are some problems in vocabulary mastery itself. One of the problems is the teaching medium which is used by the teacher. There are some researches which have been conducted as follow:

First, Chalawiyah (2011) has investigated the using of flashcard to increase the students' achievement on vocabulary dealing with noun, verb and adjective. She had found that the students of Madrasah Ibtidayah Matla'ul Anwar SG Bandar Lampung were incapable to mastery the vocabulary. Based on the problem above, she had found that flashcard could be used to increase the students' vocabulary achievement concerning noun, verb and adjective. It could be seen from the result of pretest and post test that there was an improvement from the students' average score in pretest 54.27 (the highest score was 88 and the lowest score was 20) to

the post test 76.86 (the highest score was 100 and the lowest score was 60). It was 22.59 points or increased about 41.6%. It meant that flashcard can be used to improve the students' achievement of vocabulary concerning noun, verb and adjective.

Second, Putri (2011) has investigated the using of popup pictures to improve vocabulary mastery of the second year students of state elementary school "Gempol 3" at Pasuruan regency. Based on the problem above, she had found that the application of popup pictures and clue cards were appropriate to use in learning English vocabulary and improving students vocabulary mastery because the forms and the colors of popup pictures were interesting and the clues stated in the clue cards could make the students easier to learn the new vocabulary by memorizing the characteristics of an object. This finding could be seen from the scores of the students' vocabulary test which improved. The mean of score was increasing from 77.34 became 95.84.

Third, Ariyanto (2011) has investigated the using of picture in improving students' vocabulary mastery. Based on the problem above, he had found improvement of the students' achievement before and after the research. The students' mean score in the pre-test was 47.6. The students' mean score in the post-test 1 was 63.5 and the mean score in post-test 2 was 77.5. It meant that there was a difference between the students' vocabulary mastery before and after the research. It could be concluded that teaching English vocabulary by using picture as a medium had improved the students' vocabulary mastery.

The previous research have similarity and difference with this research. The similarity is the research was conducted to investigate the using of certain medium to increase the students' English vocabulary achievement. Besides, the difference of the previous research with this research is the teaching medium which was used in the research. In the previous research, the teaching media that were used were the flashcard, popup picture and picture. Then, this research used projected picture as teaching medium.

Considering the similarity and difference above, there is still one issue which has not been investigated, that is, the implementation of projected picture in increasing students' vocabulary achievement. Projected picture as teaching medium was assumed able to increase the students' vocabulary achievement beside the teaching media mentioned above. Therefore, the researcher entitled her research "The implementation of projected picture in increasing students' English vocabulary achievement at the first grade of SMPN 1 Seputih Banyak".

2.2 Review of Related Literature

2.2.1 Concept of Vocabulary

The mastery of English vocabulary is required in order to be skillful in English. The communication will success or not it depends on the accurate vocabulary understanding. Schmitt, N (2000: 19) states that "one of the key elements in learning a foreign language is mastering the second language's vocabulary". Therefore, this become an English teacher's task to help students enlarged their vocabulary mastery. The teacher of language should increase

the students' vocabulary mastery because vocabulary is an important part in language.

Literally, vocabulary is total number of words which with rules for combining them to make up language. Vocabulary includes the groups of words that have meaning. According to Barnhart (2008: 697), vocabulary is "... (1) stock of words used by person, class of people, profession, etc. (2) a collection or list of words, usually in alphabetical order and defined." In addition, Hatch and Brown (1995: 1) define vocabulary as a list or set of words for a particular language or a list or set of word that individual speakers of language might use. A "vocabulary" generally represents a summary of words or their combinations in a particular language. As Ur (2000: 60) states that one item of vocabulary can consist of more than one word e.g., 'post-office' consists of two words and still expresses one idea.

Vocabulary is necessary because it has significant role in communicating process. If we do not have any vocabularies, of course we will not be able to communicate in English well. As Rivers (1970: 462) states that it would be impossible to learn a language without vocabulary. Wilkins (1983: 11) adds that without grammar, little things can be conveyed without vocabulary nothing can be conveyed. It means that the students will not able to communicate if they do not achieve vocabulary but if they do not understand grammar, they are still able to communicate although they have less vocabulary.

Dealing with the ideas above, the researcher assumed that we have to learn vocabulary in order to express our idea. In other words, vocabulary is important for the students to learn in order that they can express their minds, make sentences, speak and get knowledge from the context.

2.2.1.1 Classification of Words

There are some types of vocabulary in English. Fries (1970) classifies English words into four groups, they are:

a. Content words

Content words represent the name of subject or things, that is concrete nouns (*table, cupboard, radio*), action done by with these things, that is verbs (*wash, eat, sit*), and the qualities of these things, that is adjectives (*big, thick, small*).

b. Function words

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

c. Substitute words

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

d. Distributed words

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

Based on the explanation above, the researcher conducted the research dealing with content words especially focused in concrete nouns. Concrete noun is part of noun which is used to name a person, place, thing, quality or action. A lot of nouns have both a singular and plural form, can be preceded by an article and/or one or more adjectives and can serve as the head of a noun phrase. Besides, nouns sometimes modify other nouns to form compound nouns.

2.2.1.2 Types of Nouns

There are many different types of nouns. They are the proper noun, the common noun, the concrete noun, the abstract noun, the countable noun (also called the count noun), the non-countable noun (also called the mass noun), and the collective noun. A noun will belong to more than one type: it will be proper or common, abstract or concrete, and countable or non-countable or collective.

a. Proper Nouns

We always write a proper noun with a capital letter, since the noun represents the name of a specific person, place, or thing. The names of days of the week, months, historical documents, institutions,

organizations, religions, their holy texts and their adherents are proper nouns. A proper noun is the opposite of a common noun.

Example: *Last year, I had **Moslem** as roommates.*

b. Common Nouns

A common noun is a noun referring to a person, place, or thing in general sense-usually; you should write it with a capital letter only when it begins a sentence. A common noun is the opposite of a proper noun.

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

c. Concrete Nouns

A concrete noun is a noun which names anything (or anyone) that you can perceive through your physical senses: touch, sight, taste, hearing, or smell. A concrete noun is the opposite of an abstract noun.

Example: *Whenever they take the **dog** to the **beach**, it spends hours chasing waves.*

d. Abstract Nouns

An abstract noun is a noun which names anything which you can not perceive through your five physical senses, and is the opposite of a concrete noun.

Example: *John is amused by people who are nostalgic about **childhood**.*

e. Countable Nouns

A countable noun (or count noun) is a noun with both a singular and a plural form, and it names anything (or anyone) that you can *count*. You can make a countable noun plural and attach it to a plural verb in a

sentence. Countable nouns are the opposite of non-countable nouns and collective nouns.

Example: *We painted the **table** red and the **chairs** blue.*

f. Non-Countable Nouns

A non-countable noun (or mass noun) is a noun which does not have a plural form, and which refers to something that you could (or would) not usually count. A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns.

Example: *Joseph Priestly discovered **oxygen**.*

g. Collective Nouns

A collective noun is a noun naming a group of things, animal, or persons. You could count the individual members of the group, but you usually think of the group as a whole is generally as one unit. You need to be able to recognize collective nouns in order to maintain subject-verb agreement. A collective noun is similar to a non-countable noun, and is roughly the opposite of a countable noun.

Example: *The **flock** of geese spends most of its time in the field.*

The researcher focused on the vocabulary dealing with concrete nouns which was classified into content word.

2.2.2 Concept of Teaching Learning Vocabulary

Everyone has his/her own way of learning vocabulary. Some people use random word lists as their way to learn vocabulary, usually with a translation into the mother tongue. Then, others will use vocabulary cards and regularly test themselves to check whether new items have learnt. These methods are effective in their own right and will suit different individual in different ways.

As Scott and Ytreberg (2003) states that there are five basic instructional methods for learning and teaching vocabulary. These methods are:

1. Definitional method includes anything where student is given a word and a definition. The students may be given a list of words and have to look them up in a dictionary, or the teacher may simply give an oral definition for new vocabulary words, without discussing the meaning beyond the definition.
2. Contextual method of vocabulary instruction asks students to create a meaning for a word based on the rest of sentence paragraph. This instructional method also teaches students how to use a new vocabulary word in the right context by writing original sentences using the new word.
3. Organizational, or semantic framework instruction, students learn relationship between and among similar words. This type of instruction includes the use concept maps, semantic maps and other graphic organizers.
4. Mnemonic instructional method makes the using of visual images as a way to help students learn and remember new terminology. Instead of

memorizing abstract definition, students are encouraged to picture something that helps them associate a word with a meaning.

5. Structural method of vocabulary instruction shows students how to look at the parts of the words for clues about what the word means. They are taught to look at root words, suffixes, affixes and prefixes.

In this research, the researcher used the definitional method and mnemonic instructional method because these methods were suitable with the materials which were taught by the researcher, that are concrete nouns. The researcher used definitional method because this method was appropriate with the research purpose which is to increase the students' English vocabulary achievement, especially the concrete nouns. Hence, the researcher gave the meaning and definition of the words.

The researcher also used the mnemonic instructional method. This method uses visual image. In this case, the researcher used projected picture as a teaching medium with colorful and interesting picture to attract the students' attention in learning English vocabulary. The use of visual medium in teaching and learning process can be used to increase students' motivation in learning, including language learning. This statement is in line with Robinson (1986) cited in Ekaningtias (2007) who states that the program which focuses on the use of visual media is very helpful to increase the thinking ability of the students in their effort to develop their creativity to read, understand, create and analyze the persuasiveness of visual media. In addition, a learner can develop better ways to take in information by using mnemonics so that it will

be much easier to remember and retrieve (Mastropieri, Scruggs and Fulk, 1990). Therefore, the researcher assumed that by these learning methods, the students would be much easier to memorize the vocabulary and also they would be much more understood about the meaning if they met with the context.

The researcher focused on the teaching the pronunciation, the meaning and also the definition of the word individually. For that reason, the students were expected to know the pronunciation, the meaning and the definition of the words after the meeting.

2.2.3 Concept of Projected Picture

Medium in teaching learning process helps teacher to present a material in a time efficient and stimulating students to get information more readily. Literally, media are the main ways that large numbers of people receive information and entertainment. In addition, Brown, Lewis and Harclerod (1977: 2) state that medium is physical equipments or utensils for instruction and it is a central element in a classroom instruction. According to Pringgawidagda (2002: 145), teaching medium is an instrument which is used to convey the teaching material for the students.

The teaching medium is intended to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. The students will not be bored with the teaching learning situation in the class by using the medium. As Finocchiaro (1993) in Farida (1997) states that medium

can make class situation more alive since the medium can interest the students and attract students' attention. This statement is line with Brown, Lewis and Harclerod (1977: 61) who state that by using media, students will active in learning and teacher will enjoy the facts of their improvement.

All teaching aids can be broadly classified under three heads namely (Mohan, 2012: 13).

1. Projected and non-projected aids.

Projected aids belong to a group of instructional resources which can only be accessed by means of projecting their content on the screen/wall using a projector machine specifically designed for the purpose, such as film-strip projector, overhead projector, slide projector, micro projector, LCD (liquid crystal display) projector, etc. Whereas, non-projected aids belong to a group of instructional resources which can be used without any projector machines, e.g. graph, diagram, map, poster, cartoon, photograph, etc.

2. Audio aids, visual aids, audio-visual aids and activity aids.

According to Kasbolah (1993: 57), audio aids are aids that can be listened, while visual aids are aids that can be seen. The aids that involve the senses of sight and hearing are named as audio-visual aids. Then, the activity aids are aids that can be used in conducting the teaching activity. The audio aids cover record player, tape recorder, radio, etc., while the visual aids include pictures, photographs, flashcards, maps, poster, etc. The examples of audio-visual aids are television, film, videotape player, etc. Moreover, the activity aids consist of demonstration, language laboratory, etc.

3. Hardware and software.

Hardware is meant application of machines, gadgets or equipment to improve the quality of education, such as video player, television, walkie-talkie, disc machines and other teaching machines. Then, software covers Microsoft PowerPoint, Microsoft Word, Windows Media Player, etc.

This research used the combination of those teaching aids above, they are projected, visual and software aids. The projected aid used is LCD projector, while the visual aid used is picture. Besides, the software used is Microsoft PowerPoint. Those teaching aids above are explained as follows:

1. LCD (liquid crystal display) Projector

LCD projector is a type of video projector for displaying video, images or computer data on a screen or other flat surface. It is a modern equivalent of the slide projector or overhead projector.

2. Picture

Picture is painting, drawing, etc, that shows a scene, a person and thing; a description that gives you an idea in your mind of what something is like. Gerlach and Emily (1980: 273) state that picture is a two dimension visual representation of person, places, or things.

3. Microsoft PowerPoint

It is software which consists of a number of individual pages or "slides". Slides may contain text, graphics, sound, movies, and other objects, which may be arranged freely.

This research focused on teaching medium used; that is projected picture. It is a picture which is visualized through Microsoft PowerPoint on a screen/wall using LCD projector. LCD projector is used to enlarge the image to be more sharp and clear.

The main teaching medium in this research is picture, while LCD projector and Microsoft PowerPoint just support it. By using picture, it will make the children easier to remember and understand the new vocabulary that they get. As Brown (2001: 143) states that picture is ‘old-fashioned but that is very helpful as media in an instruction’. Picture specifically can directly get students’ attention the first time they see it. Moreover, Wright (1994: 4-5) states that picture can be used as a reference and stimulus in order to provide five different language teaching emphases, such as structures, vocabulary, functions, situations and skills. As Thornbury (2004: 25) advises to visualize a picture for a new word or to link an abstract word with some mental image. Therefore, there are some roles of projected picture in teaching learning process. In this case, the roles of picture stated by Wright (1994: 17) will be explained as follow:

1. Pictures can motivate the students and make them pay attention and take a part in learning.
2. Pictures contribute to the context in which the language is being used, such as bring the world into the classroom (an object or situation such as a train, winter, etc.).

3. Pictures can be described in an objective way, e.g. '*this is a blender*' or it can be interpreted, e.g. '*it is avocado juice*' or responded to subjectively, e.g. '*I like drinking avocado juice*'.
4. Pictures can prompt responses to questions or bring substitutions through controlled practice.

In addition, according to Gerlach and Emily (1980: 277), there are some advantages of using picture as teaching medium as follow:

1. They are inexpensive and widely available.
2. They provide common experiences for an entire group.
3. The visual detail make it possible to study subject, which would turn back to be impossible.
4. They can help you to prevent and correct disconcertion.
5. They offer a stimulus to further study, reading and research visual evidence is power tool.
6. They help to focus attention and to develop critical judgment.
7. They are easily manipulated.

Whereas, there are some disadvantages of using picture as teaching medium as follow:

1. Students pay attention on the picture more than on learned material.
2. It takes time and costs much to provide attractive pictures.
3. Small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures.

Then, there are some possible ways to overcome the disadvantages of using picture as teaching medium as follow:

1. Teacher should avoid using pictures or photographs attract more attention to them than to the activity. He also should control the students' activities including their attention during the teaching learning process.
2. The teacher should make or choose attractive simple pictures to avoid wasting time and money.
3. The teacher should make or choose big and clear enough pictures in order to avoid misunderstanding about the pictures. In this case, the researcher will use projected picture.

Based on the explanation above, use of projected picture as teaching medium intended to make students more interested for the learning process, so they would be active in the classroom. Besides, the using of teaching medium in teaching and learning process made students enjoy in the class. Therefore, the researcher assumed that the use of projected picture as teaching medium could be used to increase the students' English vocabulary achievement.

2.2.4 Procedures of Teaching Using Projected Picture

In this case, the researcher focused on the teaching the pronunciation, the meaning and also the definition of the word individually. For that reason, the students were expected to know the pronunciation, the meaning and also the definition of the words after the meeting.

Therefore, the procedures of teaching vocabulary using projected picture are as follow:

▪ **Pre-activities:**

1. The teacher greets the students.
2. The teacher checks the attendance list.
3. The teacher explains which will be learned.

▪ **While activities:**

4. The teacher delivers a text.
5. The students read the text.
6. The students find out nouns in the text based on the subtopic learned.
7. The students mention the nouns.
8. The students look at the projected pictures.
9. The students repeat the correct pronunciation of the words after the teacher.
10. The students check the meaning of the words in the dictionary.
11. The teacher asks some question related to the nouns, such as:
 - What is the function of this thing?
 - When will we use this thing?
 - Where will we find this thing?
12. The students are divided into four groups.
13. The students guess the names of things which have been defined.
(What is the name of the thing?)
14. The students are shown the projected picture which is asked before.

15. The teacher reviews the lesson and asks the students to memorize the vocabulary.

16. The teacher asks the students whether there are any difficulties about the topic.

17. The teacher closes the meeting.

▪ **Post activities:**

18. The students make some sentences by using the new vocabularies.

2.3 Theoretical Assumption

Vocabulary is one of the important parts to be able to communicate in English well. We can say that vocabulary has significant function in teaching and learning foreign language. As Rivers (1970:462) states that it would be impossible to learn a language without vocabulary. On the other hand, the students have some problems in mastering vocabulary. Moreover, the teacher's creativity also influences the attainment of teaching-learning purpose. Therefore, the teacher is expected to apply the teaching medium.

According to Sabilah (2000), the function of medium is to help and to develop teaching technique of English teacher in teaching four English skills (listening, speaking, reading and writing). Media are used to make the students be easier in accepting the information and be interested and active in teaching learning process. As Finocchiaro (1993) in Farida (1997) states that medium can make class situation more alive since the medium can interest the students and attract students' attention. For those reasons, the researcher assumed that projected

picture was considered an appropriate teaching medium to increase the students' English vocabulary achievement.

Based on the theories above, the researcher formulated the theoretical assumption as follow: "Projected picture can be used to increase the students' English vocabulary achievement. The students will be easier in accepting the information and be interested and active in the teaching learning process, so it will help the students memorizing the English words".

Thus, the researcher was interested in implementing projected picture that could be used to increase the students' English vocabulary achievement at the first grade of SMPN 1 Seputih Banyak.

2.4 Hypothesis

The hypotheses of the research are:

- H₀ : There is no difference of the students' vocabulary achievement before and after being taught through projected picture.
- H₁ : There is difference of the students' vocabulary achievement before and after being taught through projected picture.