

## **II. FRAME OF THEORIES**

This chapter discusses about concept of vocabulary, concept of teaching learning vocabulary, concept of picture, procedures of teaching English vocabulary through picture, theoretical assumption, and hypothesis.

### **2. I Concept of Vocabulary**

Literally vocabulary is total number of words which with rules for combining them to make up language. We cannot develop four language skills, namely listening, speaking, reading, and writing without having enough achieved of vocabulary. Therefore, this becomes an English teacher's task to help students enlarge their vocabulary achieve. The teacher of language should increase the students' vocabulary because vocabulary is an important part in language.

According to Napa (1991), vocabulary is one of the components of the language and there is no language without words. Words are signs or symbols for ideas, it means that the people exchange their thoughts. The more words we have learnt, the more ideas we have, and the more actively we can communicate. This statement is support by Wallace (1988) states that vocabulary is the vital aspect of the language. If we have the vocabulary we need, it is usually possible to

communicate by using the word we had learnt. An adequate may enable the message to be express clearly.

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. Meanwhile, Hornby (1984:959) states that vocabulary is the total number of words with role of combining them to make a language. Learning vocabulary has an important contribution in learning of language, which must be consider by the teacher in order to be careful in selecting the vocabulary that will be teach. Teacher must decide which word will be taught. Since there are many kinds of words that belong to types of vocabulary.

Dealing with the ideas above, the researcher assumes that we have to learn vocabulary in order to express our idea. One needs to understand an adequate number of words. It is support by Rivers (1970:462) who says that it would be impossible to learn a language without words or vocabulary. This shows that people do nothing to communicate if they do not know the words or vocabulary. 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.

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

1. Content words represent the name of subject or things.

That is the concrete nouns (kitchen, market, bedroom, bathroom etc) action done with these things for example: she cook in the kitchen. Verbs (buy, arrive, etc) for example: she buys vegetables and fruits. And the quantities of these things that is adjectives (clever, delicious etc) for example: mother always cooks delicious food for us

2. Functional words

Functional words are those which are used as a means of expressing relation of grammatical structure, such as conjunction (and, but, because) for example: she bring 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. Bobby conducts his research in laboratory?

3. Substitute words

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

4. 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, Adjectives) is taken as the material in teaching English Vocabulary since it is appropriate with picture. The researcher had chosen them as the material because they are often used as a satisfactory means of communication.

Concerning some concepts of vocabulary, proposed by the experts above, that vocabulary is an important part of language. Without achieving a large number of vocabularies, it is difficult for a learner to study, to use a language. A large number of vocabularies can help the students to express their ideas precisely, vividly, and without repeating ourselves in composition. It also helps learners to understand foreign language easily, including English as the language being researched here.

### **2.1.1 Concept of Teaching Learning Vocabulary**

Achievement English vocabulary is very important in order that we can communicate with others. Vocabulary is also an important factor in all languages. In teaching vocabulary, there are some important points to be considered. They are spelling, meaning, pronunciation, use, and number of word. In addition, in this research, the aspects that researcher will take about meaning, pronunciation, and use. Students must continually learn words as they practice the sound system (Allen and Rebecca M. V. (1997:149)).

Knowing the new words is very important for the students in enriching their vocabulary. For this reason, there are two ways can help the students to get the meaning of the words. Firstly, they should consult or ask new words to the teacher. Secondly, they are allowed to bring and use dictionary, in this case, it is

better if the students are encouraged to use dictionary during studying English (Allen & Rebecca M. V., 1997:155). Moreover, the students may ask the English teacher if they do not know the meaning of the new words, but firstly, they should guess by themselves. Therefore, the students must be trained to solve their problem themselves.

Rivers (1970: 326) explains teaching learning of foreign language especially new vocabulary must be emphasized on the class of words; it is nouns, verbs, adjectives, adverbs or all of these aspects. Therefore, the writer would like to say that learning vocabulary concerns in learning the real language, which is learnt in useful utterances where the students employed immediately in communication and use in classroom. That is why; in teaching new words or vocabulary, English teachers need an interesting way or technique.

Moreover, Hornby (1974:18) there are three things to be teacher in teaching.

#### Vocabulary

1. Teaching the words form, those are spelling and pronunciation. The teacher can teach the spelling of the words forms, such as spelling and pronunciation. The teacher can teach the spelling of the words by writing it on the blackboard, while in teaching pronunciation the teacher pronounces the words loudly and asks the students to repeat it after the teacher.

2. Teaching the meaning of the words

In teaching the meaning, the teacher can tell the students with sentences. That is relating with the words, for example what a shoe is? What is the function, where can we use it?

### 3. Teaching the use of words

In teaching the use of the words, the teacher may provide the students with the real example in sentence form and provided some exercises in using the words.

Based on this statement, it can be inferred that in teaching vocabulary the teacher must convey the meaning of the words and the form together. In teaching of words the teacher focuses on teaching part of speech, spelling and pronunciation and teaching the meaning, the teacher gives the students the clues, synonym, the related words, or put the words in the content of words . However, teaching words is not only teaching the meaning and the form, but it also covers the use of the words. The students' should be able to use the words in a sentence.

In teaching learning process, the teacher may also use gesture or commands because it will make the students able to infer the meaning of the word easy. Sutarjo (1988:24) states that there are five ways of teaching vocabulary:

#### 1. Teaching vocabulary through creativity

In this way, the teacher may allow the students to decide what they want to learnt. The teacher can use any techniques that enable the students to be creative in producing the vocabulary, such as games, picture, song, etc.

#### 2. Teaching vocabulary through derivation

The teacher involves noun, adjectives and verb them asks the students to make derivation of the words for examples: work (verb), worker (noun)

### 3. Teaching vocabulary through contexts clues

Here the teacher may use a context clues in words recognition by figuring out the meaning of the words based on the clues in surrounding context For example: by giving synonym or antonym.

### 4. Teaching vocabulary through translation

This way is considered as ancient one, here the teacher teaches the words meaning by translating them. Such as the words run in Indonesia means “lari”.

### 5. Teaching vocabulary through guessing

Here the teacher can encouraged the students to guess first and then consult their dictionary. To guess correctly the students have good rationale. The teacher can give any sample of the words and asks the students to point out one of the picture.

All of the possible ways above can be used in teaching vocabulary but in this research, the writer will use the teaching vocabulary through creativity by using picture because the writer assumes that the picture is interesting and suitable for students at junior high school level.

Based on the explanation above, it can be concluded that teaching is important and should have appropriated media; the teacher creates a good atmosphere in the classroom. The students will have more motivation to give their attention to the lesson. The students will not be bored with the lesson, which is give by the teacher. This enjoyable situation can unconsciously make the students eager to learn vocabulary.

## **2.2 Concept of Picture in Language Teaching**

Picture as media would be very helpful to learn vocabulary, because it can clarify the vocabulary to the students clearly. The students have time to remember and memorize vocabulary.

The purpose of using picture is to gain students' interest toward the lesson taught not only in the class but also outside class. If they find difficult words, the students can actively collect or make the pictures of such words by themselves and use the pictures as a means for remembering the meanings of these difficult words. In this case, pictures can be used as the dictionary. From this statement, the writer considers that picture is quite useful for recording new words and their meaning. It can be helpful for increasing vocabulary of junior high school and can be used effectively in a drill or review of words that have been known or learned.

### **2.2.1 Concept of Picture**

Teacher should be transferred the element of certain structure concept by using appropriate technique that is interesting for students. In the case of teaching learning structure in the scope of vocabulary through picture, the students are supposed to be able to improve their achievement in vocabulary through picture media. Therefore, the students must be motivated to learn English, so it is necessary for the teacher to use the various teaching aids in teaching in order to motivate them in studying this subject. One of the teaching aids is picture.

Picture is one of the visual aids that is used by the teacher in teaching learning process. There are some kinds of pictures that are used by teacher such as picture media, picture series, picture dictation, etc. When the teacher has good drawing ability, he/ she can draw pictures directly on the whiteboard. A more effective way is to cut off pictures from magazine, newspaper, etc. Picture also can give the meaning of something that is why the producers of some products often used pictures in their advertisement to attract the costumers.

One of visual aids that can be used for teaching vocabulary is the picture. Silbert (1979:140) states that picture is a kind of interesting visual aid, which is able to give motivation and good impression for the students, so that the students can memorize the words related the picture. Zainuddin (1984:3) states that picture is one of visual aids that can raise the students' motivation in learning. Hamalik (1980:40) states that the picture is shown and stick on the board according to the material that should be taught.

According to the statement above, the writer thinks that the picture can be used for presenting the materials in the classroom, and they can give positive effect of the result of learning, especially English vocabulary through picture concerning with daily activity.

### **1. The Criteria of Good Picture:**

According to Amir Hamzah (1988) the criteria of good picture are:

- The size of picture is about 30cm x 30cm, so the students can see the picture clearly.

- The picture must be clear and interesting, so the students who sit in the back can see the picture clearly.
- The picture must be simple, natural and appropriate to the level of the students so the students will not be bored.
- The picture should be familiar to the students, so the students enjoy in teaching learning process.

## **2. The Advantages of Using Picture:**

- Pictures are relatively cheap.
- Picture can be used for individual students or group.
- Picture can present the world in the class.
- The student can see the objects, which are being talked and discussed clearly.

## **3. The Disadvantages of Using Picture:**

- It is difficult to look for a specific picture that is suitable for the students' level, curriculum and needs.
- The students still find difficulty to express something in the picture in detail if they have never seen it.

### **2.3 Procedures of Teaching English Vocabulary through Pictures**

To do the research, the researcher used the following steps:

#### **1. Pre – Activities**

- a. The teacher greets students and asks about their condition. For example:  
“Good morning my students how are you today?”
- b. The teacher introduces the topic of today lesson by giving question that should be taught.

#### **2. While – Activities**

- a. The teacher shows the picture to the students.
- b. The teacher asks the students to find out the noun, verb and adjective of the picture.
- c. The teacher gives the meaning of the words to the students
- d. The teacher gives the correct pronunciation of the words to the students in front of class.
- e. The teacher asks the students to make simple sentence by using vocabulary that was taught.
- f. The teacher asks the students to do exercise.

### **3. Post – Activities**

- a. The teacher gives feedback about the pronunciation.
- b. The teacher reviews the lesson.
- c. The teacher asks the students to memorize the vocabulary learned.
- d. The teacher asks the students whether there are any difficulties about the topic.
- e. The teacher closes the meeting.

## **2.4 Theoretical Assumption**

Vocabulary is a component of language containing information about the meaning and the use of word in language. Without mastering vocabulary, the students cannot communicate well with other people.

Teaching vocabulary is important. The objective of teaching vocabulary is more than memorizing the list of words. The students have to understand the meaning of words, how to pronounce them and how to use them in sentences or in daily life.

There are many kinds of techniques in teaching English vocabulary and teacher should have the ability to choose the appropriate technique and implement it in the teaching learning process to obtained the goal. The use of interesting aid is necessary was focused on teaching English vocabulary especially content words at the first year students of junior high school by using picture.

Based on the frame of theories, picture is a media that can be used to teach vocabulary. It is interesting, challenging, and motivating so it can arouse the students' motivation and avoid their laziness and boredom. Through picture the students do learning activities through such rules. They do not think that they are studying English. However, it is do to enrich their vocabulary.

Furthermore, the researcher believes that teaching English vocabulary through picture creates a good atmosphere in the classroom, so that the students are not bored and they do not realize that they are actually learning.

## **2.5 Hypothesis**

Referring to the theories and theoretical assumption above, the writer formulates the hypothesis as follows: "There is significant difference of students' vocabulary achievement at the first-year of SMPN 2 Pekalongan Lampung Timur after being taught vocabulary through pictures."