

## **II. FRAMES OF THEORIES**

### **2.1 Vocabulary**

This part discusses about definition of vocabulary, vocabulary and language skill, and types of vocabulary. The theories are as follow:

#### **2.1.1 Definition of Vocabulary**

Wallace (1988) states that vocabulary is a vital aspect of the language. It is the base of a language and has an important role in language. By having adequate vocabulary one can communicate with other. Furthermore Rivers (1970:462) states that it would be impossible to learn a language without vocabulary.

Burton (1982: 98) asserts that a large number of vocabularies help us to express our idea precisely, vividly and without repetition of words. He also explains that with larger vocabulary, we can better perform in all aspects of English language work. So, by mastering a large number of vocabularies, we will learn foreign language easily.

Byrne (1976: 10) asserts that in order to communicate effectively, the learners need an adequate mastery of vocabulary. Mastery of large number of vocabulary will enable learners to cope with some communication barriers.

In summary, it can be concluded that vocabulary is a list of words that has meaning and form which is needed to communicate with other people. Words are divided into three types. They are simple words, compound words, and idioms. Simple words are words that may or may not have an additional letter or group of letters in front of a word and behind a word. Compound words are words made up of two or more words. Idioms are group of words with have their own meaning, but they have different meaning if the words break into single words.

### **2.1.2. Vocabulary and Language Skill**

Dawson (1984: 5) says that learning a language means learning pronunciation, vocabulary, and grammar by practicing the four skills: listening, speaking, reading, and writing. It means that vocabulary is one of the three components in learning language that must be related to the four skills of the language. Thus, we cannot learn the four skills without having adequate vocabulary.

Pronunciation refers to the way a word or a language is usually spoken.

Grammar means rules for making sentences. Vocabulary is a list of words that has meaning and form which is needed to communicate with other people. These three components have correlation with learning the four skills of the language.

Davies (1976: 3) says that listening and reading are both receptive skills. Students are passively receiving and processing information. Speaking and writing are productive skills; that is, “some product” is expected. It means that a person who learns receptive skills (listening and reading) is able to process information but unable to produce one. On the other hand, person who learns productive skills (writing and speaking), will be able to produce a sentence either in spoken or written forms. In language learning, vocabulary helps the learners to learn productive and receptive skills.

Referring to the statement above, it can be inferred that vocabulary and language skills have a close relationship to each other. We cannot learn vocabulary independently. It must be related to the four skills of the language.

On the other hand, we cannot learn the four skills without having adequate vocabulary. Furthermore, vocabulary helps us to produce sentences in learning productive skills (writing and speaking) and to process information in learning receptive skills (listening and reading). Thus, vocabulary helps the learners to master the four skills of the language.

### 2.1.3. Types of Vocabulary

Fries (1974: 4) classifies vocabulary into four types, they are;

1. Content words which are classified into four types, noun (pencil, book, bird), verb (eat, play, walk), adjective (beautiful, good, ugly), adverb of frequency (seldom, always, sometimes), adverb of degree (too, fairly, quite), adverb of manner (carefully, beautifully), adverb of place (here, there), adverb of time (now, yesterday, last week).
2. 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).
3. Substitute words, words do not represent individual things or specific action, but function as substitute for whole form classes of words. In this group there are personal pronoun e.g. I, you, she, he (subject pronouns), me, you, her (object pronoun), mine, your, hers (possessive pronouns), negative expressions (nobody, nothing, etc) and quantity of number (each, both).
4. Distributed words, words that are distributed in use according to grammatical matter as a presence or absence of negative, such as any, either, yet.

Noun is a word used to name a person, animal, place, thing, and abstract idea.

Frank (1972; 60) says that a concrete noun is a word for physical object that can be perceived by the sense, we can see, touch, smell the object. An abstract noun is a word for a concept. Noun also divided in two types. They are countable noun

and non countable noun. Countable noun can usually be made plural by the addition of -s (two boys). Non countable nouns are words for concrete objects stated in an undivided quantity (coffee). It means that noun is word used to name the real object and abstract idea.

This research focused on the content words especially noun (in this case concrete noun), because most of English words belong to the content words.

## **2.2 Teaching Vocabulary**

In teaching vocabulary, the technique that is suggested by Allan and Vallete (1977 Vallete (0977: 149) must be considered. This also means that in teaching vocabulary the teacher must choose a proper way, strategy, or technique in teaching.

In teaching vocabulary, the teacher must select the words which can be learned in a limited time, which words should be chosen for teaching and which ones should be left out ( Bismoko, 1976: 64). It means that the teacher should be careful in determining the words to teach. The words should be based on students' levels, ages, and their needs since students in different levels and ages have different capacity in learning vocabulary.

As previously mentioned, in order to keep the students' interest and motivation in English, the presence of proper technique is absolutely required. The use of proper technique can help both the students and the teacher. Among many techniques available, which can be applied in teaching language (vocabulary), teacher can choose one or more of them to be used in teaching learning process. Of course the teacher should select the most appropriate one by considering to the condition of the students.

In teaching the vocabulary, vocabulary items are taught in the same way as we teach everything else. Teacher gives the students an understanding of the meaning in many ways; we dramatize, we illustrate using our students and ourselves, we show pictures or objects, we use appropriate technique (Finnochiaro and Bonomo, 1984:87).

Furthermore *Pusat Pengembangan Kurikulum dan Sarana Pendidikan Pedoman Kerja Perbaikan Materi Kurikulum Pendidikan Dasar Menengah* (1984:3) states That in order to be successful in increasing the students' vocabulary achievement, everything should be well prepared and selected appropriately.

There are four criteria in selecting vocabulary to be taught to the students, they are:

1. Frequency of Occurrence.

Vocabulary taught should not only be chosen from a high frequency of occurrence. It means that the teacher should not teach the vocabularies that often appear but the vocabulary that rarely appear. In other word, the vocabulary taught should be balanced among the easy, average, and difficult.

2. Simplicity.

Vocabulary should be appropriate with the students' level of capability. Vocabularies considered difficult for the students should be avoided. By following the English curriculum that is appropriate with the students' level of mastery, the students will be freed from the very difficult vocabularies.

3. Relevancy.

Vocabulary prepared or selected by the teacher should be relevant to daily life phenomena.

4. Quantity.

Presenting a large number of vocabularies should be avoided in order not to confuse the students. It is based on the consideration that the process of mastering vocabularies will be successful if it is done step by step. Moreover vocabulary learned in small numbers will stay longer in the students' mind.

The four criteria above were applied in teaching vocabularies (concrete noun). In this research that has been conducted on the third graders of elementary school.

Those criteria seem to be appropriate with the condition of the students at elementary school.

### 2.3. Logico

In the teaching learning process, the teacher should be able to motivate his or her learners. One of the ways to motivate them is by presenting pictures or symbol in the teaching learning process.

*Logico* is a learning system with self-checking for children with ages from 3 to 12. Self checking means when the children try to match the definition and the picture, they don't need a teacher to know the right answer but only by changing the back page to be the front page that is suitable with their answer. By doing this, they can determine by themselves which the right or the wrong answer is. *Logico* stands for excellence in learning materials. It is a high quality product.

Learning with *logico* is easy and motivating. The *logico* frame is compact with an attractive design. No part can get lost. The following are *logico* milestone:

1. In 1993, *logico* was published in Germany with first title for mathematic and reading in primary school.
2. In 1992, the International WORLDDIDAC association granted *logico* the WORLDDIDAC Silver Award. WORLDDIDAC is a global trade association for companies providing product for education and training at all levels.
3. In 1994, the first foreign educations of *logico* were published in Europe,
4. In 1996, publication of *logico* Rondo for learning at home for children from 3 -6 years.
5. In 2000, *logico* Rondo was nominated for the Game Award

in the Netherlands.

6. In 2000, *logico* trainer for learning at home for children from 7 years and up.
7. In 2001, The Pedagogical University of Lisbon, Portugal, recommended *logico*.
8. In 2005, *logico* was one of the finalists in the Distinguished Achievement Award of the AEP(Association of Educational Publishers), USA. *Logico* received the Teachers' Choice Award 2006.
9. In 2006, *Logico* Primo was awarded "new product to support the work of kindergarten directors" in the category of "Didactic Games" by the ECWN (European Center for Kindergarten Directors and Teachers), Poland.

Today, the Germany *logico* programme has about 200 titles altogether and it is still growing. During the past years the *Logico* licenses have been sold to many countries worldwide. *Logico* has been translated into 22 languages and is available in over 30 countries all over the world.

#### **2.4. Advantages and Disadvantages of *Logico* Teaching Learning Media**

##### a. Advantages

1. It enables the students to reinforce the vocabulary they have had.
2. It enables the students to enrich their vocabulary.
3. It can avoid boredom and monotonous teaching learning process.
4. Does not need electricity.
5. Can be used anywhere.

#### b. Disadvantages

During the game the students tend to make noise. To overcome this problem the teacher can ask the students to weaken their voice and not to communicate with other groups.

*Logico* is a kind of media that using a board and picture, where the board is used to put the picture. In that board there are many colorful circle that can be used to match with the right answer in the picture.

### **2.5 Procedures of Teaching Vocabulary by Using *Logico***

The procedure of teaching vocabulary through *Logico* as follows:

1. Teacher shows the *Logico* to the students.
2. Teacher takes one piece of paper that contains several pictures and asks the students whether or not they are familiar with the pictures.
3. Teacher puts the picture into the *Logico* media and gives the example of how to use that.
4. Teacher asks the students to continue matching the picture with the definitions.
5. After finishing teaching the materials, teacher asks the students one by one to answer the right picture.
6. Teacher gives reinforcement by asking every student.
7. At the end, teacher gives a test.

## 2.6. Translation

Translation is a general term referring to the transfer of thought and ideas from one language (source of language) to other language (target language) whether the language in written or spoken form (Richard, 1976:1). While F. Garrow (1972:27) says that translation is changing a communication (a word, phrase, and sentence) to other terms or to another form (verbal or symbolic) or to another level abstraction (simpler or more complex).

Concerning the description above, it is inferred that translation is the giving of the closest meaning or natural equivalent of the words, phrase and sentence of one language (source language) into another language (target Language) either in spoken or written form.

It is known that translation can be regarded as one of the techniques applied to present a material in a classroom. Translation technique belongs to traditional ways of teaching English. That is grammatical translation method or GTM.

Setiyadi (2006:40) states that although GTM is an old method but some English teacher still like to teach English through the GTM. It seems that they prefer to use the method to other well-developed methods because it makes the presentation of language material in classroom and the evaluation of the process of language teaching easier. The medium of instruction is the mother tongue, which is used to explain conceptual problems and to discuss the use of particular grammatical structure. Using the mother tongue for the purpose of instruction is believed to give language learners a set of clear objective and a clear sense of achievement. Language learners also need sense of security and the use of mother tongue

provides the security since the language learners can easily understand most of the instruction.

In accordance with the statements above, it is the fact that this technique is still widely used by the teacher in teaching English including at Elementary School, Junior High School and Senior High School. The reasons are related to the condition of the school, teachers' ability, time allocated and the number of students in every classroom.

### **2.7. Procedures of Teaching Vocabulary through Translation**

The procedure of teaching vocabulary through translation is as follows:

1. Teacher explains the materials one by one and to make sure that the students are familiar with the material.
2. Teacher asks the students to what domain the materials taught refer to.
3. After explaining the materials, the teacher gives the meanings of the words in Indonesian.
4. Teacher pronounces the words one by one and asks the students to repeat.
5. After finishing the material, the teacher reinforces the students' mastery of the words taught by asking the students to answer some questions.
6. At the end, teacher gives a test.

## 2.8. Teaching English in Elementary School

To get success in teaching learning process is not easy. It depends on teacher's ability, the methodology used, and the material. Harris (1991:61) states that some factors that should be considered in order to be successful in the English program are referring to the teacher's ability, the methodology used, the teaching material facilities, students' ability, and technique applied, etc. Wilkins (1993) adds that the students learning depends on the effectiveness of the teacher's technique.

The students of elementary school are children, especially in grade IV when they are 9-10 years old. In this case they are called beginner. Scott (1991:1 -5) states that students with ages of 5-7 are all at level one (the beginner stage), and those 8-10 years old may also be beginner stage. For learning foreign language in Indonesia, English has been introduced in grade IV; means refer to 8-10 years old. Children of 10 years have 2 characters; they are adult side and childish side.

Scott (1991:1-5) describes the characteristics of children of these ages:

- They can tell the difference between fact and fiction.
- They ask questions all the time.
- They rely on spoken words as well as the physical world to convey and to understand meaning.
- They are able to make some decisions about their own learning.
- They have definite views about what they like and do not like doing.
- They are able to work with other and learn from others.

By the age of 10, the children can:

- Understand abstracts.
- Understand symbols (beginning words).
- Generalize and systemize.

Besides, Brown (1980:54) argues that children's ego is dynamic, growing and flexible through the age of puberty. So it is clear that foreign language, in this case English, is possible to be taught starting from Elementary School. The students can easily adopt language.

As a teacher we have to consider the technique that will be used in the class. In this case, *Logico* was chosen because it can be used to teach vocabulary and motivate the students to learn. Beside *logico*, was also used translation because there were many teachers at elementary school who still used this technique. In this research, the two techniques have been compared in order to find a better alternative in teaching vocabulary.

## **2.9. Theoretical Assumption**

Logico can be used in classroom activities as a teaching learning strategy to help the students remember the meaning of words. This can motivate the students to use their ability to predict the meaning of words.

Based on the frame of theories above, it was assumed that Logico could be used to overcome difficulty in learning vocabulary and create a good atmosphere in the classroom. It means that Logico could help the students to increase the students' vocabulary achievement.

## **2.10. Hypothesis**

Based on theoretical assumption above, the hypothesis was formulated as follows:

- Ho    There is no significant difference of students' vocabulary achievement between the students who are taught through Logico and those taught through translation.
- H1    There is a significant difference of students' vocabulary achievement between the students who are taught through Logico and those taught through translation.