

II. LITERATURE REVIEW

This chapter discusses about concept of vocabulary, concept of teaching learning vocabulary, concept of picture, concept of picture sequence, procedures of teaching English vocabulary through picture sequence, 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 mastery of vocabulary. So, this becomes an English teacher's task to help students enlarge their vocabulary mastery. 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. They are means by which 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 supported 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 expressed clearly.

Webster (1988:110) defines vocabulary as a list of words usually arranged alphabetically and defined, explained or translated into the range of language, the stock of words at a person's command, the word used in a particular, the branch of a subject, language.

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 be able to communicate if they do not master vocabulary but if they do not understand grammar, they are still able to communicate although they have less vocabulary. Meanwhile, Harimurti as cited in Suprpto (1999:6) states that vocabulary is component of language containing information about the meaning and the uses of word in language. Learning vocabulary has an important contribution in learning of language which must be considered by the teacher in order to be careful in selecting the vocabulary that will be taught. Teacher must decide which word should 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 supported 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) classified English words as follows:

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

That is the concrete nouns (kitchen, market, bed room, bath room etc) action done with these things for example: She cooks 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 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 (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 sequence. 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 mastering a large number of vocabulary, it is difficult for a learner to study, to use a language. A large number of vocabulary 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

Mastering 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. And 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. (1977:149)).

Knowing the new words is very important for the students in enriching their vocabulary. For this reason, there are two ways that 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 be encouraged to use dictionary during studying English (Allen & Rebecca M. V., 1977:155). 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. So, the students must be trained to solve their problem themselves.

Based on the preceding statement, the students are asked to use dictionary of English, and the students are trained to guess the meaning first before opening the dictionary. In this case, the role of English teacher is very important in guiding the students to study some new words.

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 employ 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, Nation (1974:18) there is three things to be taught 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 related 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 provide 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 in the 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 easily.

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 learn. 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 sleep in Indonesia means “tidur”

5. Teaching vocabulary through guessing

Here the teacher can encourage the students to guess first and then consult their dictionary. To guess correctly the students should 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 sequence because the writer assumes that the picture sequence is interesting and suitable for students at junior high school level.

Based on the explanation above, it can be conclude that teaching is important and should have appropriate 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 won't be bored with the lesson which is given by the teacher. This enjoyable situation can unconsciously make the students eager to learn vocabulary.

2.2 Concept of Picture in Language Teaching

In teaching learning process of second foreign language, including English the learners should be given how to learn English and the teacher should be able to

create interesting situation so that the students can learn and understand the materials. Therefore picture as a kind of visual aids are expected to be able to help the students in learning the target language. Murcia (1969:117) state the picture not only help the teacher to guide the learner in learning the target language, but it also can increase the students' ability, motivation and advance their knowledge of the target language. It indicates that teaching by using picture would be more attractive to the students. Visual aids have great potential in stimulating writing of printing the blackboard, simple pasteurizations, charts, maps, flashcard, and picture.

According to Webster (1997:890) picture is a representative on canvas, paper or surface produce by painting, drawing or photography. Picture is as a media to attach any objects which are considered valuable to support presentation of a lesson. Based on the statement above, picture media will be helpful to learn speaking because picture can give the meaning of something and increase their way of thinking which is orderly and continuously.

Literally, picture is painting, drawing, sketch of something especially work of art, Picture functions as media to attack any object which are considered valuable to support presentation of the lesson. The purpose of using pictures is to gain students' interest toward the lesson taught not only in class but also outside the class.

Based on the theory above, the picture can give a good impression on students. Picture is one kind of media that can be used in teaching learning. The students especially in Elementary School interest with the lesson if the teacher uses media especially picture media in teaching language.

1. The Criterion of Good Picture:

According to 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 bore.
- The picture should be familiar to the students so the students enjoy in the teaching learning process.

2. The Advantage of Using Picture:

- Pictures are relatively cheap.
- Picture can be used for individual students or a 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 the specific picture which 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.

2.2.1 Concept of Picture Sequences

Picture sequence is some pictures which are related from the first to the last picture. Picture sequence consists of picture of the things or activities of certain subject regularly or systematically.

Teaching technique through picture sequence is one of media that is able to develop the students' vocabulary mastery; by using picture students will interest to express their idea. It also important to describes our materials in real situation. Raimers (1993:27) states teacher can find valuable resource in picture, drawing, photograph, posters, cartoon and maps.

Based on the statement above, the researcher assumes that picture sequence provide experience for students in the class common base that leads to a variety of language activities. Nelson offers use picture sequence in the class with idea that word can be associated by a picture sequence. Nelson (1978:117), states that picture sequence message usually crisply and clearly communicated, if the

observer are familiar with ideas behind the messages, they will comprehend the picture sequence more quickly.

The first essential of the advantages of picture sequence is the students are able to see the picture which is related to the next picture. It can force them to create the varied situation on their mind that can be transformed in a written form. In addition, a picture sequence has chance in creating on maintaining a high level of interest. Another, it can vary the teacher techniques in creating the atmosphere in the classroom as area condition.

Applying picture sequence can give any advantages as well as disadvantages in teaching vocabulary. They are:

The advantages are:

1. The students study the material with full attention.
2. Students and teacher benefit from exercise directed toward reading the meaning of the picture sequence
3. Picture sequence can be used for individual students and group
4. Picture sequence can present the world outside into the class. For example, we can bring market situation into the classroom.
5. Picture sequence is relatively easy to be found, since it can obtain from any sources like magazines, newspaper, internet etc.

6. Picture sequence provides a chance of maintaining a high level of interest.
7. The students show their ability in thinking and interpreting the events.
8. Students are able to see pictures clearly, distinctly and they can understand the whole pictures because the first picture is related to the next picture.
9. Picture sequence can help the students to organize the events in chronological order.
10. It is able to help the students to expand or develop the vocabulary.

The disadvantages are:

1. Each person has different perception about meaning of the pictures. In this case, the teacher should help the students in making clear perception about the picture by using guidance question using.
2. Students may find difficulties in expressing what they have seen from the picture sequence, because their vocabulary is still limited. By discussing the picture sequence in group the students can also discuss the vocabulary that can be used to interpret the picture sequence.

Thus, it can be seen that picture sequence has more advantages than the disadvantages that is why the writer applies picture sequence as a media for teaching vocabulary in order to make students remember the words longer time because it can encourage the students to create the activity, the messages from the picture sequence based on their imagination. In short time, the researcher hoped

that the picture sequence can help to increase students' vocabulary. It has a unique character and it can build up students' motivation in learning English vocabulary.

2.3 Procedure of Teaching English Vocabulary through Picture sequence

There are several steps of using picture sequence as visual aid in teaching vocabulary.

As proposed by Hamalik (1980: 45)

- The picture is shown and stick on the board according to the material that will be taught.
- Asking some questions on the students by guiding them to participate and give an opinion in relation to the picture.

Considering the steps given by Hamalik above, the writer proposed the procedures of teaching vocabulary through picture sequence are, the researcher shows the picture to the students and stick them on the board then the researcher asks the students to mention the situation of each picture after that, the researcher points the students to mention it and make turn to another students. Next, the researcher asks the students to make a sentence based on the picture that they see on the board, make turn to another students. After asking the students to make a sentence, the researcher discusses the answer by writing the correct answer on the board. Then the researcher asks the students to read the correct answer together and concludes the material that has just been learnt. After discussing the answer

and concludes the material, the researcher asks the students whether there are any difficulties about the topic and the last 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 obtain 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 sequence.

Based on the frame of theories, picture sequence 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

sequence the students do learning activities through such rules. They do not think that they are studying English. However, it is done to enrich their vocabulary.

Furthermore, the researcher believes that teaching English vocabulary through picture sequence 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:

- 1.” there was a significant difference increase of the students’ vocabulary mastery at the first year of SMPN 12 Bandar Lampung after being taught through picture sequence. ”
2. “There was a significant increase of students’ vocabulary mastery through picture sequence at the first year of SMPN 12 Bandar lampung.