

## **II. FRAME OF THEORIES**

This chapter discusses about concept of the vocabulary, concept of pictures, concept of stories, pictured stories, teaching vocabulary through pictured stories, procedures of teaching English vocabulary through pictured stories, theoretical assumption and hypothesis.

### **2.1 Concept of Vocabulary**

A very important part of learning a new language is mastering the vocabulary of that language. So it is clear that teaching and learning vocabulary of language is important because when we teach certain language skill to the learners, we teach our students vocabulary at the same time. Vocabulary can help students in speaking, writing, and reading. By having enough vocabularies, there will be less difficulties in comprehending the text and in expressing ideas in speaking and writing.

Harmer (1991: 153 – 160) says that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. An ability to manipulate grammatical structure does not have any potential for

expressing meaning unless words are used. Moreover, he says that the first thing to realize about vocabulary item is that they frequently have more than one meaning. In addition, Rivers (1970: 462) says that it would be impossible to learn a language without vocabulary. It means that without vocabulary the learners cannot reach his purpose in learning language that is aimed for communication. Krietler (1975: 21) also says in modern method of language teaching, vocabulary learning no longer consist of memorizing of lists of words in isolation, but words are usually introduced in a meaningful context and practiced in appropriate sentence pattern. It is clear why we have to teach vocabulary in context, because one English word sometimes has more than one meaning. So by putting vocabulary in context, students will know which meaning is expected.

In addition Nation (1994:02) stays that vocabulary is that both learners and teachers see vocabulary as being a very important element in language learning. It means that vocabulary is the most important part in language, and the learners should master a large number of vocabularies in order to perform language well. It is relevant to the statement stated by Brumfit (1983:98) a large number of vocabularies help the learners to express idea vividly, precisely, and without repetition of word and with larger vocabulary they can better perform in all aspect of language work.

According to Fries (1970: 38) vocabulary is the essential area of language learning. Therefore, students must learn vocabulary well so they are able to master

the language. By mastering a great number of vocabularies, the students can learn foreign language easier.

There are some types of vocabulary in English, Fries (1974: 32) classifies English words into four groups namely:

1. Content words represent the name of objectives or things, that is concrete verbs (eat, play, walk), nouns (ship, sea) action done by or with these things, that is adjectives (happy, beautiful).
2. Function words are used as means of expressing relation of grammatical structure such as, conjunction (and, but), articles (a, an, the) auxiliaries (do, does, did).
3. Substitute words are those that represent individual thing or specification as substitute (anyone, anybody).
4. Distributed words, those are distributed in use according to grammatical matter as the presence or absence of a negative, such any, either, too or yet.

According to Fries category the researcher was present content words in her research, which is about concrete nouns, adjectives and verbs. The material of the English text book is the book used by Tunas Harapan junior high school.

Moreover, it is the basic knowledge for the junior high school. The concept and target vocabulary identified for both pictured stories were the concrete nouns (island, ship, sea, animals, fruits, places, days of the week), adjectives (beautiful, thin, happy, heartbroken), verbs (eat, ate, play, played, walk, walked). From those types of English vocabulary, the content words (nouns, verbs, adjectives) is take

as the material in teaching English vocabulary since it is appropriate with pictured stories. The researcher had been chosen them as the material because they are often using as a satisfactory means of communication.

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

Considering the important of vocabulary in language teaching, teaching vocabulary should be taken into account. Vocabulary is also an important factor in all languages. Shane and Hester (1976: 265-266) state that we can increase our vocabulary by learning new words as we read them spoken. Reading is one the best ways to increase our vocabulary. The more often we read or hear a word in different sentences, the more certain we will become of its meaning. That is why reading is one of the best vocabulary builders.

According to Harmer (1991: 145) a general principle of vocabulary selection has been that of frequency. Teacher can decide which word they should teach of how frequently the word that are used by speakers of the language. Teaching vocabulary is clearly more than just presenting new words. This is certainly true of vocabulary learning where students will often be asked to “discover for themselves” what a word means and how and why it is being used. Even at the beginner levels, however, we may want to ask students to try to work out what words mean, rather than just handing them the meaning. Also Harmer (1991: 156-158) says that “Knowing a word” consists of four elements, which are:

1. Meaning: students need to understand the importance of meaning in context and also they need to know about sense relations.
2. Word use: students need to recognize metaphorical language use and they need to know how words collocate. They also need to understand what stylistic and topical context words and expressions occur in.
3. Word formation: means knowing how words are written and spoken and knowing how they can change their form.
4. Word grammar: this is related to how to make a distinction between countable and uncountable nouns? What are phrasal verbs? How are adjectives ordered?

In a book of Long and Richards (1987: 312), Kruse says that new vocabulary can be approached in a number of ways. The teacher can give the meaning for each new word, as is common in teaching reading to non-native students. Or, also common, the student may spend hours with a dictionary writing native-language glosses into his text. For the native speaker of English, the most common form of vocabulary building is guessing from context and/or word formation.

Concerning with the description above, the researcher assumed that teaching vocabulary would be effective if the English teacher uses an appropriate technique. The English teacher should teach them first about the form and the meaning of words before teaching them about the word use and the word grammar. Therefore, in this research, the teacher would emphasize on teaching the students about the form and the meaning of the words. Most of techniques and

methods in teaching vocabulary have similar purpose that is to motivate and to improve students' vocabulary achievement. By using appropriate technique and method, teaching vocabulary will help students to learn vocabulary well.

## **2.2 Concept of Pictures**

In teaching learning process of English, the learner should be made interested in learning English. Therefore, the material has to be easy to understand. Applying the visual aid teaching learning process is intended to enable the students to achieve the language taught easily. Weaver (1950: 5) says a visual aid is everything that can be seen and used for aiding learning. He also says that learning through visual material will be better than learning explanation and description. From the statements above, it will be clear that visual aids are very useful to help the teacher in presenting the material during teaching learning process.

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. While, Murcia (1969: 117) states that picture does not only help the teachers to guide the learners in learning the target language, but it also improve the students' motivation to learn the target language. It indicates that teaching through picture can attract the students' attention to learn the target language.

Stevick (1987: 74) says a picture is one of the visual aids or anything visible that can help students to learn a language more quickly and accurately. Meanwhile, Nation (1994: 64) states that in teaching vocabulary using picture as teaching aid, the students may be able to remember vocabulary in their mind longer either in form or in meaning. Moreover, Webster (1986: 1711) states that picture is a representation (as a person, landscape, and a building) on canvas, paper, or surface produced by painting, drawing, or photograph. This kind of aid can be used in teaching to encourage the students' motivation, because the students are able to see the object concretely. It is also supported by River (1951: 21) who says that the use of visual aid is useful to language learners.

Referring to the statements above, picture as visual aids can be used as a tool of communication between teacher and students in teaching and learning process. Picture can also enable students to memorize vocabulary in their mind longer, either in form or in meaning. Therefore, pictures give a good impression to students for learning new vocabulary. Hopefully, the use of picture would be very important to learn English vocabulary, because it can introduce the meaning of some unknown words. The picture that would be used for teaching vocabulary should fulfill the criteria of a good picture for media. Hamzah (1988: 13) explains some criteria of a good picture for teaching vocabulary.

The criteria are as follow:

1. The picture has to be big, so all students are able to see the pictures clearly.
2. The picture must be interesting.
3. The pictures should be relevant to the students' level.

4. The picture must be simple.
5. The picture should be familiar. It should have close relationship to the students' daily life.

Based on explanations above, this research would be considered those criteria and considerations in selecting the picture for the media.

Hamzah (1988: 14) states that there are some advantages and disadvantages of using picture.

A. The advantages of using picture are:

1. Capture the students' interest and stimulates students' motivation.
2. The students are able to study the materials effectively.
3. Picture helps the students to understand and remember information well.
4. Pictures are relatively cheap. They can be obtained almost anywhere and everywhere.
5. By using picture, the students can see the object which are being talked and discussed clearly.
6. Picture can present the world outside the class.

B. The disadvantages are:

1. It is difficult to look for the specific picture which is suitable for the students' level curriculum, needs, or socialization.
2. The students still find difficulty to express something happen in the picture in detail if they have never seen it.
3. It does not contain full information.



4. The students still have difficulties in expressing what they have seen from the picture, because their vocabularies are still limited.
5. Not all vocabularies can be taught by using picture, especially those concerning abstract concepts.
6. Each person has different perception about the meaning of picture. The disadvantages should be considered in selecting the pictures which will be used.

This research would consider those advantages and disadvantages in selecting picture for the media. This research would the disadvantages of using picture by selecting the appropriate picture based on the material and needs.

### **2.3 Concept of Stories**

When you read stories, you usually read purely for enjoyment. Writers used particular techniques to present their ideas in such a way that the ideas will make a lasting impression upon the reader. Vocabulary is central to communicating in a foreign language, without sufficient words to express a wide variety of meaning, communicating in a foreign language cannot happen in a meaningful way (McCarthy, 1951:8). Furthermore, they said that a good story does not just happen. It must be carefully planned and developed. Certain elements are combined to tell the stories in such a way that the reader's interest is held throughout.

Harmon (2006: 4) mentions there are five most commonly used elements of stories that are exposition (the introduction of setting, situation and main characters), complication (the event of the story that introduces the conflict), climax (the point of highest interest in terms of the conflict and the point of the story with the most action), falling down (the decisive moment for the protagonist and their commitment to a course of action), resolution (the point of the story when the conflict is resolved).

(Shane and Hester, 1976: 383) also say that other sources of story ideas are things you see on television, hear on the radio, read in newspapers, magazine, or books, as you enjoy tales of adventure and travel, mysteries, legends, or historical accounts, you may think of good stories ideas. Most people enjoy hearing stories if the stories are told well. When you tell stories in conversation, give special attention to the beginning and the ending. Always begin any story with a sentence that will arouse the interest of your listeners (Shane and Hester, 1976: 383). The sentence should give an idea of what the story will be about, and it should make the listeners curious so that they will want to hear more. As you continue telling your stories, tell the necessary details in clear and meaningful sentences. Use the words of other people if possible. If your stories are a funny one, do not interrupt the stories by laughing before you finish. If the stories have an interesting outcome, build up the curiosity of your listeners before telling the ending (Shane and Hester, 1976: 383). Your stories should end with a conclusion or climax that will satisfy the listener's interest. State the ending of the stories clearly. Stop as soon as you have finished, do not spoil the stories by continuing to add

unnecessary details (Shane and Hester, 1976: 384). Brumfit (1983:120) states that learning stories are credible to be more effective than learning sentence-per-sentence. Therefore the writer thinks that stories are suitable to be a subject in order to motivate students to read more.

Based on the statement above, the researcher assumed that students' vocabulary achievement can be reached through stories. Because stories are an interesting material for the students, they will be eager to know the meaning of vocabulary of stories. The English teacher should select the appropriate stories consisting of words based on curriculum and textbook. Selecting the appropriate material is the important thing for the teacher.

#### **2.4 Pictured Stories**

Based on the discussion concept of pictures and concept of stories above, we can say that pictured stories is a unified story accompanied by pictures that serves as an ornamental and supporter stories that can help the process of understanding the contents of the book. However, the concept of pictured stories we word employ here is that it is a set of stories represented by pictured. The pictures that were used in teaching vocabulary were a set of picture story. The advantages and disadvantages by using pictured stories in teaching vocabulary using picture stories has advantages when compared to teaching by using the images or just stories. For lack of what we encounter when teaching with images can be covered with the stories as well as the shortcomings, if we teach only the story can be

equipped with the image. Beside the advantages that automatically gets when teaching with pictured or with stories, in general can be seen that teach using pictured stories has also another advantages are students can receive the materials more comprehensive, students are more focused in understanding the material presented because in addition there are drawings, there is also a story accompanying the picture, facilitate teachers in achieving the learning objectives for a more complete teaching tool (images and text), very suitable to be applied to the elementary or junior high school students because the students at that age are generally very fond of reading storybooks to facilitate teachers in the teaching process.

Of the many advantages of teaching using pictured stories, there are also some shortcomings when we use the pictured as a teaching tool, among others student's imagination of the pictured cannot be maximized because it is restricted by the text of the stories, hard to get the stories to suit the needs of teaching and student age appropriate because it is usually stories that are available for entertainment and not educational needs, required more expertise from the teacher to be able to combine the pictured stories so it can be used as an effective teaching tool.

## **2.5 Teaching Vocabulary through Pictured Stories**

Choosing a piece of literature to be used in classroom is quite difficult for English teacher. It is alright to select the pictured stories which have certain number of difficult words, but simplified stories may be an alternative. The topic of the

pictured stories should be familiar to make students easier to understand the meaning of the difficult words in the story. To solve the problem above, here are some practical guidelines for selection the stories must have a good and interesting plot to read. The development of the plot must be easy to follow. The characters may be imaginary or fantastical, but they must also be logical and relevant. Stories in which, the characters or themes relate to the students' age and interest, stories in which the topics and themes are universal in nature, stories in an everyday setting rather than abstract or fantasy-type. Much vocabulary will therefore be familiar.

Inferring from the guidelines for selecting stories, the researcher would choose pictured stories, namely *The Island Princess, by Daisy Alberto*. The story contains a lot of repeated words, the days of the week, and numbers one through five. The story is about a Princess Rosella, a young girl ended up on an island. She loves life on the island with her animal friends. But the Prince's visit just might change it all. The Prince invited them to his kingdom. He wanted to introduce about Ro to his parents but Prince Antonio's parents had planned a wedding for the Prince Luciana. After Ro came to the kingdom there are many problems but after all is finally Ro married to the Prince.

## **2.6 Procedures of Teaching English Vocabulary through Pictured Stories**

In this research, the researcher interpreted the concept of teaching English vocabulary through pictured stories. In applying this technique the researcher

provided pictured stories. First, the researcher asked students' some question related to the pictured shown and let the students to mention the word based on noun, verb, and adjective with the pictured stories. After the students understand and know what they have to do, they develop the word.

Flyn and Lafoso (1974: 4) group work is a group of people who recognize themselves one another and who meet in face to face situation to accomplish some purposes. The members of the group will help each other in order to accomplish their purposes. This statement supported by Jarolimek (1980: 215) states that group work is a case point, working together cooperatively involving students in a process through which they learn and apply many important human relation skills.

Based on the definition above the researcher concluded that group work is two or more individual who meets in a situation that will help each other for achieving the goals. In the process of teaching learning vocabulary through pictured stories the researcher focused on group activity. In the group activity the students divided into small group that consist of four until five students who worked cooperatively and discussed the answer of pictured stories game together that should be finished in 10 minutes. After the students finished the pictured stories game sheet in the group work activity the students changed their pictured stories game sheet with the others then discussed it in the class.

Teaching vocabulary through pictured stories is not different from teaching vocabulary in general. And since the researcher's purpose is to make students

interested in learning English vocabulary, in this research, the researcher would take some steps adapted from the idea by Harmer in his book of *The Practice of English Language Teaching* (1991: 50-66) and also adapted from Goshn when she would teach the stories in teaching English vocabulary through pictured stories would be done by having the following general procedures:

### **1. Pre - Activities**

- 1.1 The teacher greets the students.
- 1.2 The teacher asks the students to pray before starting the activity.
- 1.3 The teacher checks the student's attendance list.
- 1.4 The teacher asks some question as a warming up to lead the students to the text of the story.

### **2. While - Activities**

- 2.1 The teacher distributes a piece of pictured stories for each student.
- 2.2 The teacher reads the pictured stories loudly and in a fun way, writes, and explains the difficult words in the whiteboard.
- 2.3 The teacher also provides the meaning of vocabulary and how to pronounce (at glance) the words.
- 2.4 The teacher reads the pictured stories again loudly and asks the students to repeat after her.
- 2.5 The teacher gives the real picture to the students related to vocabulary.
- 2.6 The teacher asks the students if there are vocabularies they do not understand.
- 2.7 The students divide into small groups consisting of four until five students.

2.8 The teacher shows pictures to the students in the whiteboard and then the teacher asks the students to make group consists of four or five students.

Each group should choose a piece of paper contented a number. Each number is an explanation of the pictures. Each group should match the explanation with the pictures.

2.9 The student asks to fill in the pictured stories game in 10 minutes.

2.10 In implementing pictured stories game, the students are not allows to say the word or show their pictured stories game sheet to the others. If the time is over the students and the teacher discusses the answer together. The group is that answer it correctly and get the highest score is the winner of game.

2.11 After doing the game in the group work activity the students gives the task based on the material that they will be learn.

### **3. Post – Activities**

3.1 The teacher reviews the lesson.

3.2 The teacher asks the students to memorize the vocabulary learned.

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

3.4 The teacher closes the meeting.

### **2.7 The Theoretical Assumption**

In teaching vocabulary, there were some techniques that can help the teacher to reach the aim of teaching learning process. Pictured stories were chosen as the



technique in teaching vocabulary. Vocabulary is a component of language containing information about the meaning and the use of word in language. 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 for teaching English vocabulary especially content words at the second year's students of junior high school by using pictured stories. Pictured stories can be used in teaching vocabulary because it may get the students involved and active in the teaching learning process since the students in this case have a unique, essential part to play in the activity. Therefore, pictured stories can be an effective and interesting technique in teaching vocabulary. Furthermore, the researcher believed that teaching English vocabulary through pictured stories creates a good atmosphere in the classroom, so that the students would not get bored and they would not realize when this condition can help them improve their vocabulary.

## 2.8 Hypothesis

The line with the theoretical assumption above, the researcher formulated the hypothesis as follows:

1. There was significant improvement of student's vocabulary achievement after being taught by pictured stories at the second year of SMP Tunas Harapan Kedaton, Bandar Lampung.
2. The teaching learning using pictured stories would also improve the process of teaching learning at the second year of SMP Tunas Harapan Kedaton, Bandar Lampung.