II. FRAME OF THEORIES

2.1   Concept of Vocabulary

Vocabulary functions as a basis without which any language could not exist. Speaking would be meaningless and perhaps impossible having only structure without vocabulary. This statement is supported by the linguist Wilkins (1983:3) who says that without grammar little things can be conveyed, without vocabularies nothing can be conveyed. It means that one could not express something without vocabulary. Even though we master the grammar of a certain language but we do not have any knowledge on its vocabulary, we will not be able to communicate or to express our idea using that language. In other words, if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. For, you can say very little with grammar, but you can say almost anything with words.

The word "vocabulary" generally represents a summary of words or their combinations in a particular language. However, we should remember as Ur (2000: 60) stated, 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 teaching is one of the most important components of any language class.

The main reason is the fact that it is a medium, which carries meaning; learning to understand and express the meaning is what counts in learning languages. There has been increased focus on teaching vocabulary recently, partly as a result of "the development of new approaches to language teaching, which are much more 'word-centered'." (Thornbury 2004: vi)

2.1.1   Aspects of Words

What does teaching vocabulary actually involve? Is it enough for the learner to know the form of the word and one or more of its meanings? In fact, teaching vocabulary is more of a complex matter: Ur (2000: 60-62) and Harmer (1993: 156-157) agree in listing the fundamental features, which need to be included within vocabulary teaching: Besides knowing the form of the word, learners also need to be familiar with its grammar. Learners need to know e.g. irregular forms of verbs or plural nouns, the position of adjectives etc. Another aspect in teaching vocabulary is the word formation. Learners should know how to change a word form and when to use it (gerund, the past form…). Teaching the meaning includes mainly connecting a word with its equivalent in the real world. It is called denotation. Apart from denotation, connotation of the word (associations and feelings, which arise when the word is heard) should be taught. Many vocabulary items have several meanings depending on context. To make it even worse, "word meaning is frequently stretched through the use of *metaphor* and *idiom*" (Harmer 1993:157). Furthermore, learners need to be provided with the word sense relations to other words. There are various relationships such as synonyms, antonyms, hyponyms etc.

Another challenge the learner will face when learning a new item is collocation. That means he or she needs to know which words can be used in connection with each other and how. E.g. when learning the word "picture", the learner should be informed that one can *take* a picture, not *make* a picture. On top of that, the student needs to acquire the ability to recognize when it is appropriate to use a particular word - speaking or writing, informal conversation with a friend or formal polite conversation (Ur 2000: 60-62; Harmer 1993: 156-157).

To sum this up, it is not enough to learn just the form of a new vocabulary item and its denotation. In order to be able to understand properly and to use a new item of vocabulary in a given language correctly, the learner must be familiar with the word connotation, grammar and formation as well as its collocation and the right way and appropriateness of use.

2.1.2   Classification of Words

There are some types of vocabulary in English. Fries (1970:45) 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.

From explanation above, the researcher conducted the research dealing with content words especially focused in concrete nouns. As we know, concrete noun is part of Noun. Noun is the part of speech (or word class) that is used to name or identify a person, place, thing, quality, or action. Most 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. A noun or noun phrase can function as a subject, direct object, indirect object, complement, appositive, or object of a preposition. In addition, nouns sometimes modify other nouns to form compound nouns.

2.1.3 Types of Nouns

There are many different types of nouns. In fact, grammarians have developed a hole series of noun types, including 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. You should note that 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.

2.1.3.1 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.

2.1.3.2 Common Nouns

A common noun is a noun referring to a person, place, or thing in a 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.

2.1.3.3 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.

2.1.3.4   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**.

2.1.3.5   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.

2.1.3.6   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**.

2.1.3.7   Collective Nouns

A collective noun is a noun naming a group of things, animals, 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.

Since vocabulary for the beginner level usually belong to concrete noun, the researcher focused her attention on the vocabulary dealing with concrete nouns which is classified into content word. Those vocabularies are commonly taught at the fifth grade, especially nouns (knife, spoon, fork, kettle, etc.) and action words (cook, wash, eat, use, etc).

2.2   Concept of Learning Vocabulary

Knowing a word is one thing but how is that knowledge acquired? In learning their first language the first words that children learn typically those used for labeling, that is, mapping words on to concepts so that the concept, for example, of dog has a name, dog or doggies. But not all four legged animals are dogs: some may be cats, so the child then has to learn how far to extent the concept of dog, so as not to include cats, but to include other people's dogs, toy dogs, and even pictures of dogs. In other words, acquiring a vocabulary requires not only labeling but categorizing skills.

2.2.1   Learning Vocabulary in EFL *(English as a Foreign Language)*

Every language teacher must make a difficult choice on what and how much vocabulary to teach. Furthermore, they must consider what vocabulary items to teach first (during early stages of the course) and what vocabulary to leave for later on. The teacher's choice of vocabulary is influenced into some extent by the

course book and supplementary materials they use. However even here, "teacher decides on emphasis given to individual items." (Gains and Redman, 1992: 54)

2.2.2 Usefulness

When making a decision about what vocabulary to teach preferentially, the teacher should take into consideration mainly usefulness of the words. Yet, what words are actually useful? To be able to answer this question, it might be helpful to look into several aspects. In the first place, the teacher should consider the learner's needs. Allen (1983) pointed out that it is useful to provide the learner with words for 'classroom language' just at the early stages of the course. She continues that it is important for the teacher to predict what words the student needs to know for talking about everyday life, people and things surrounding them. "When such words are learnt, the new language can immediately be put to use" (Allen, 1983: 108). One of the criteria affecting the teacher's choice is the frequency in which the particular item is used in common language.

In general, "The words which are most commonly used are the ones we should teach first." (Harmer, 1993: 154) However, most frequent words do not usually convey much information, being so-called 'empty' words (i.e. grammar words) and to be able to communicate, learners need considerable amount of words bearing some meaning. (McCarthy, 1992: 82) Another aspect to consider is coverage. As Harmer (1993: 154) stated, the words cove meaning. E.g. the word 'book' will be taught before words 'notebook or exercise book'. McCarthy (1992:

84) also speculates on the range of an item. It is generally advisable to avoid the vocabulary with a restricted range, since the wider range an item has, the more useful it is likely to be.

2.2.3 Learn-ability

Besides usefulness, "learn-ability" is another factor influencing the order in which chosen vocabulary will be taught. There are a lot of reasons why words might be easy or difficult to learn. Of them all, let us mention that complicated spelling, pronunciation or meaning might be a reason for a word to be difficult to remember. Generally, concrete things are more learnable then abstract ones, therefore they re always taught first (McCarthy, 1992: 86).

Learning a language means learning thousands of vocabulary items. Everyone has his or her own way of learning vocabulary. For some people random word lists will seem to be the most appropriate, usually with a translation into the mother tongue. Some learners will find it effective to use vocabulary exercise in order to acquire new vocabulary, while others will use vocabulary cards and regularly test themselves to check whether new items have been learnt. All of these methods are effective in their own right and will suit different individual in different ways.

Based on the statement above (Scott, 2003) says that there are five basic instructional methods for learning and teaching vocabulary. These methods are:

1. Definitional methods include anything where a student is given a word and a definition. The student may be given a list or 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 methods of vocabulary instruction ask 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 relationships between and among similar words. This type of instruction includes the use concept maps, semantic maps, and other graphic organizers.

4. Mnemonic instructional methods make use of visual images as a way to help students learn and remember new terminology. Instead of memorizing abstract definitions, students are encouraged to picture something that helps them associate a word with a meaning.

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

All of the ways above can be used in teaching-learning vocabulary process, but in this research the writer used the definitional method and Mnemonic instructional method. Flashcard is part of Mnemonic instructional. It is visual aids with colorful picture that attract the students' attention to learn. The writer assumes by this learning method, the students would be much easier to memorize the vocabulary and also they would be much more understood about the meaning if they meet with the context.

2.3   Concept of Teaching Vocabulary

In general there are three steps in teaching vocabulary; firstly, teaching the word form that are spelling and pronunciation. The teacher can teach the spelling of the word by writing it on the blackboard. While, in teaching pronunciation, the teacher can pronounce the word loudly in front of the class, and then asks the students to repeat after the teacher.

Secondly, teaching the meaning of the word. In teaching the meaning of the word, the teacher can ask the students to look up in the dictionary. If students have any difficulties, then the teacher may help the students by giving them the meaning of the words or the teacher can also directly tell the students what its meaning. Thirdly, teaching the use of the word. In teaching the use of the words, the teacher may provide the students the real example in sentence form, and provide them some exercises in using those words.

It suggests that English teacher should find an alternative method or media that at least covers the three steps above in teaching vocabulary. Then, this research will focus on the teaching the shape or the form of the word, teaching the sound or the pronunciation of the words and also teaching the meaning of the word individually and the words in context. Therefore, after the meeting is over the students' are expected to know the spelling, pronunciation and the meaning of the words.

2.4   Concept of Flashcard

Flashcards are set or cards with a word or phrase on one side and its meaning usually in translation on the other (Lado, 1964:197). Flashcard is taken from word of 'flash' which means quickly, briefly, instantly, at once, and 'card' is piece of stiff paper or thin cardboard, as used for various purposes. Lado also states flashcard may have a picture or native language word on one side and the second language word on the other. Flashcard is a card with a picture on one side and a word or phrase in the second and native language on the other.

It is visible that is designed for increasing students' learning ability. Thus, the function of flashcard in teaching English vocabulary is as one of visual aids. Weaver (1959:1) says that a visual aid is any specially prepared drawing, illustration, model, motion picture, or other devices that will be easily learnt through the sense of vision.

Watton (1966:186) classifies the kinds of visual aids as follows:

1. Symbolic aids, i.e. those aids that supplement the written and spoken words. They are pictures, maps, globes, charts, flashcards, and graphs.

2. Equipment's i.e. those aids that can be used, such as blackboard, whiteboard, Monitor, Screen, LCD, and televisions.

The ideas above clearly show that flashcard as one of visual aids is very important in teaching English vocabulary. As stated before, flashcard is one visual aids, the message of the card is brief and to the point. Flashcard is card bearing numbers, words or pictures that someone briefly displays to another as learning aid

(Webster, 1984:514). Flashcards have varied sizes according to the picture or the native language word and the second language on the button of the picture. .

2.5 Procedures of Teaching Using Flashcard

Wright (1968:73) says that a flashcard printed with words and pictures can be handled easily by the teacher. The sizes of the picture vary according to the pictures or words shown. Basically they are of a size easy for the teacher to handle and to flash at the students. He also says that the procedures of teaching vocabulary through flashcard are as follows:

First the teacher asks the students to remember the pictures and words. Then the teacher picks one up, conceals the pictures and asks them to say what it is. Each student makes a guess. Then the teacher look at the picture on the card he has taken and asks the students again "what did you say"? The students repeat to say what the picture is. Here is an example of flashcard.

C L O C K

The procedures of teaching vocabulary through flashcard are as follows:

- Pre activity:

1. Teacher: Give greeting to the students.

   Students: Answer the greeting from the teacher.

2. Teacher: Pray before starting the activity.

   Students: Pray together, the leader of the class leads his friends to pray.

- While Activity:

3. Teacher: Show flashcard to the students and ask them to repeat after him to pronounce the word clock "klæk " Look at the picture of flashcard and repeat after me to pronounce the second words."

   Students: Look at the picture of a clock on the flashcard and repeat after the teacher to pronounce the word clock "klæk ".

4. Teacher: Ask the students to recall the pictures and the words the teacher has shown.

   Students: Recall the pictures and the words the teacher has shown. Clock/ klæk/, bed/bed /, spoon/ spu:n/.

5. Teacher: Pick up one flashcard with the picture of a bed, conceal it and ask the students to guess and say what the picture is. "Guess and say what the picture is".

   Students: The students make a guess and say what the picture is. "it is a bed".

6. Teacher: Divide the class into two groups.

7. Teacher: Ask the members of group 1 to mention the name of the things in the second language "What is the name of this thing?"

   Students: "It is a broom".

8. Teacher: Uncover the word broom on the flashcard. "It is a broom". This activity is done by the two groups in the turns, so there is a competition between the two groups.

- Post Activity:

9. Teacher: let the students discuss the lesson with their friends.

   Students: Discuss the lesson with their friends.

10. Teacher: Distribute the task and ask them to do it.

    Students: The students doing the task.

11. The teacher gives chance to address question about the topic they have learnt that day.

12. The teacher closes the meeting.

The teacher continues to show other flashcards that belong to the things around us by applying the procedure above. The teacher teaches 22 words of things at home on the first meeting. 22 words related to the things at school on the second meeting. At the last meeting, teacher review the all the words.

2.6 Theoretical Assumption

Based on the frame of theories, flashcard is a media that can be used to teach vocabulary. Flashcard which is small compact brings and idea. The message of the flashcard is brief and to the point. The writer considers that the vocabulary on the flashcard is useful for getting new words and their meaning. It means that flashcard can be very helpful in increasing students' vocabulary and effective in a drill or review of words that have been learned.

Through flashcard, the students will be more interested in learning vocabulary and they will give high attention to learn a new vocabulary because the colorful picture on the flashcard will attract their attention to learn. So, they will be actively involved in the teaching learning process to enrich their vocabulary.

Finally, the researcher assumes that flashcard can be used to increase students achievement of the vocabulary dealing with concrete nouns significantly.

2.7 Hypothesis

Concerning to the problems, theories and theoretical assumptions above, the writer formulates the hypothesis as follow:

Flashcard can be used to increase elementary students' vocabulary achievement dealing with noun, verb and adjective significantly.