

CHAPTER II

THEORETICAL FOUNDATION

A. Vocabulary

1. The Meaning of Vocabulary

Vocabulary is very important in any language. Learning vocabulary is necessary if want to mastery of language. Good mastery of vocabulary is an important aspect in communication. Without mastering vocabulary someone is possibly clever in the theory but he cannot actually in oral speech. Vocabulary is not just words. When we talk about our vocabulary, we mean the words we know and our ability to use them.¹ If someone expressing something without knowing English vocabulary it is difficult, so vocabulary is important in any language.

Vocabulary is one of language aspect that must be learning when students are learning a language besides grammar and pronunciation. Therefore it is very appropriate that students have to master the words in certain number. Vocabulary, like grammar, is an essential component of all uses of language vocabulary is very important in many language.²

A vocabulary is defined as all the words known and used by a particular person or a specific group. A vocabulary usually grows and

¹ Chris Gough, *English Vocabulary Organizer* (Thomson : christopher Wenger Publisher, 1985) p. 3

² Michael H. Long and Jack c. Richard, *Metodology in tesol* (Boston : Heinle & Heinle Publisher, 1987) p.305

evolves with age and serves as a useful and fundamental tool for communication and acquiring knowledge. Language users construct some words to make sentence and for their communication with other people.

Vocabulary can be seen as a priority area in language teaching requiring tests to monitor the learners. Progress in vocabulary learning and assessing how adequate their vocabulary knowledge is to meet their communication needs.³ Vocabulary divides into three groups: high frequency word, low frequency word, and specialized vocabulary. Teachers need to decide which of these three groups contains the word that their learners need. That is an important decision because it will affect the way the words are dealt with for learning, receptive or productive use. The goal that the teacher or learners set for learning English will affect the way vocabulary is selected. Estimating vocabulary size, particularly of native speakers of English, can also help in setting goals, particularly in schools where there are both native speakers and second language learners.

As we look at each of the skill areas of listening, speaking, reading, and writing we will give information about vocabulary size.⁴ So, from the opinion given above, we can conclude that vocabulary is a total number of the words used by a person, class, and profession in communication.

³ John Read, *Assessing Vocabulary* (New York : Cambridge University Press, 2000) p. 1

⁴ John Read, *Assessing Vocabulary* (New York : Cambridge University Press 2000) p.1

There are five essential strategies steps for learning vocabulary :

- a) Having sources for encountering new word.
- b) Getting a clear image either visual or auditory both for the form of the new words.
- c) Learning the meaning of the words.
- d) Making a strong memory connection between the forms and meaning of the words,
- e) Using the words.

The first essential step for vocabulary learning is encountering new words, having a source for words. The student strategies here included learning new words by reading books, listening to TV and radio, and reading newspapers and magazines as to improving vocabulary. vocabulary is more than list of target language words. As part of the language system, vocabulary is intimately interrelated with grammar.⁵

2. Why Study Vocabulary

It is undeniable that vocabulary, like grammar and phonetics, plays an important role in mastering a foreign language. Teaching vocabulary plays important role in language acquisition because the mastery of vocabulary will help students in mastery all the language skills listening, speaking, reading, and writing. Vocabulary will make the students practice the structure more easily, it is useful for the

⁵ David Nunan, *Second Language & learnig* (Boston : Heinle & Heinle Thomson, 1999) p.103

students in order to communicate in daily life and will strengthen belief that English can be used to express some ideas or feeling they express in their native language.

Vocabulary can be defined as “the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”.⁶ So in communicating to all people we have to master vocabulary, it is because if we wanted to talk something without knowing english vocabulary it will make us difficult in communication. Beside, in mastering vocabulary we have to memorize it continuously in order able be communicate effectively.

The other reason is that a large vocabulary helps the English learners in studying other English subjects such as Sociolinguistics, Psycholinguistics, Business Correspondence, etc. It will help them to understand and define many concepts, ideas, expressions that they get in such subjects. It is stated by Bella Fiore (1968: 1) “The larger the vocabulary you build up, the better able you are to define and refine the expression of the images and ideas”. Moreover, she said “The more words you master richer become you thought process and the better you distinguish between shades of word meanings, the subtler grows your expression of ideas”. In conclusion, vocabulary learning is an unseparate thing from language learning because whenever people think of it, they usually think of vocabulary learning and vocabulary

⁶ William P. Bintz, *Teaching Vocabulary Across the curriculum* (Middle School Journal, vol.4,No.27 march, 2011) p. 44

mastery. It is a key for the English learners to get a success in their learning process.

3. The Types of Vocabulary

According to Jo Ann Aeborsold and Mary Lee Field classified vocabulary into two terms there are :

- a. Active Vocabulary refers to item the learner can use appropriately in speaking or writing and it is also called as productive vocabulary. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-know, familiar, and used frequently.⁷ Although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, the are also hoped to familiar with collection and understand the connotation meaning of the words. This type is often used in speaking and writing skill.
- b. Passive vocabulary refers to a language items that can be recognizes and understood in the context of reading or listening and also called as receptive vocabulary.⁸ Passive vocabulary or comprehension consists of the words comprehended by the people, when they read and listen. John Haycraft says that

⁷ Elfriede H. Hiebert, *Teaching and Learning Vocabulary* (London : Lawrence Erlbaum Associates, 2005)p. 3

⁸ Jo Ann Aeborsold and Mary Lee Field, *From Reader to Reading Teacher* (New York: Cambridge University Press, 1997)p. 139

“Active vocabulary is words which the student understands, can pronounce correctly and uses constructively in speaking and writing, and passive vocabulary is words that the students recognizes and understands when they occur in a context, but which he cannot produce correctly himself”.⁹

4 . The Problem of Vocabulary

If someone to speak English with another person, he must be sure that he can do it, but he has to have enough vocabulary. Because it is an important basic element of all language. The least problematic issue of vocabulary, it would see, is meaning. We know that table means a thing with legs which we can write on and eat off and that book is a collection of words between covers. But, of course, this is not the end of the story at all. For example, the Cambridge international dictionary of English lists three main meaning for table and four main meaning for book let alone the large number of different phrases the words appear in where their meaning is subtly different. You can summarize information in a table too. Then again, when you have read your book you can ring up a restaurant and book a table, but if you drive too fast on the way you might be booked for speeding.¹⁰

⁹ John Haycraft, *An Introduction to English Language Teaching* (Longman, 1978) p. 44

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching 3rd ed* (Cambridge : Longman, 2001), p. 18

The matter of the fact in teaching-learning process, student of elementary school often find difficult in memorizing vocabulary. There are some suggestions to building or improving vocabulary¹¹ a).

4 . Teaching Vocabulary

Teaching vocabulary is clearly more than just presenting new word.¹² The vocabulary that introduced is to some extent conditioned by the books which used, sometimes it is needed the other area of vocabulary which felt relevant to taught for the pupils, so that it needs a distinction to be made between active and passive vocabulary.

Teachers can help students improve vocabulary by providing instruction that helps that helps them see the value and relevance of word study and allow them to study interesting and important words that come from texts they read in the classroom. Teachers can also focus student attention on learning new words at both the literal level and the conceptual level.¹³

There are several techniques concerning the teaching of vocabulary mastering. However, there are a few things that have to be remembered by English teachers if they want to present the new vocabulary to their students. It means that if we want student to remember new vocabulary, then it need to be learnt, practiced, and revised to prevent students forgetting. The use of dictionary is another

¹¹ John Flower, *Start Building Your Vocabulary* (Boston : Henle & Heinle Thomson, 2002) p.6

¹² Jeremy Harmer, *The Practice of English Language Teaching, New Edition* (New York : Longman, 1991), p. 159

¹³ William P. Bintz, *Teaching Vocabulary Across the Curriculum* (Middle school journal, vol.4, No.27 march 2011) p. 47

technique of finding out the meaning of unfamiliar words and expressions.

B. Visual Aids

1. The meaning of Visual Aids

As it is known that visual aids are one of the important teaching facilities and they are essential during teaching, they facilitate and make calm to study, teach and extant a theme easily. Visual aids may provide the chance to learn visually and are more effective and easy for human beings.¹⁴ Visial Aids are tools necessary needed by language institution and even in class for teaching-learning process, because by visual dictionary the students understand easier and as general they are like its. Visual aids are picture, film, video, etc used in teaching to help people understand something.¹⁵

Visual aids are those instructional aids which are used in the classroom to encourage student learning process. According to Burton “Visual aids are those sensory objects or images which initiate or stimulate and support learning”. Kinder, S. James; describe visual aids as “Visual aids are any devices which can be used to mae the learning experience more real, more accurate and more active”.

Visual aids are tools that help to make an issue or lesson clearer or easier to understand and know (pictures, models, charts, maps,

¹⁴ Ghulam Shabiralyani, *Impact of Visual Aids in Enhancing the Learning Process* (Journal of Education and Practice, vol.6,No. 19, 2015) p.228

¹⁵ As Hornby, *Oxpond Advanced Learners Dictionary of Current English*, Third Edition (London: Oxpond Univercity, 1974), p.1505

videos, slides, real object etc.) there are many visual aids available these days. We may classify these aids as follows, visual aids are which use sense of vision are called visual aids. For example, models, actual object, charts, pictures, maps, flannel board, flash cards, bulletin board, chalkboard, slides, overhead projector etc. ¹⁶

- a. The visual aid should be directly relevant to a specific teaching objective and should be identified by the lesson with which to be used.
- b. The visual aids should be convincing representation for the actual object.
- c. The visual aids should be of suitable size for teaching
- d. The visual aids should conform to some agreed-upon standard for size.

2. The Function of Visual Aids

Using visual aids makes the materials more “user friendly”. Visual aids help teachers’ presentations and objectives by placing emphasis on whatever is being thought. Clear visual aids multiply the learners’ level of understanding of the material presented, and they can send clear message and clarify points from teachers. Moreover, visual aids can involve the audience by providing a change from one activity to another, and from hearing to seeing. In addition, learners are more fascinated by gestures and movement in the classroom. Additionally,

¹⁶ Ghulam Shabiralyani, *Impact of Visual Aids in Enhancing the Learning Process* (Journal of Education and Practice, vol.6, No.19,2015) p.226

visual aids impact and add interest to a presentation. They can create excitement. Visual aids enable learners to use more than one sense at the same time. One picture could elicit unlimited words.

The most important reason for different perception of a visual aid is because each student has a different cultural background and past experience. Therefore, one picture can be presented and internalized by different people in different ways. Furthermore, using visual aids arouse the interest of learners and help the teachers to explain the concepts easily. Visual aids are those instructional aids which are used in classroom to encourage teaching learning process.¹⁷

Visual aids is one way study easy. Student direct study with material object, video tapes can add a new dimension to the students experience of other places, capturing sounds, sights, and the non verbal of the speaker of the language for repeated viewing and analysis. Popular songs can also be used with a unit if the deal with the appropriate topic.

3. The Types of Visual Aids

There are many types of visual aids in English teaching such as : white board, chart, radio, television, material object (realia) video tape, etc, each of them has its own characteristic and objective and has to be adapted to certain condition. Visual learners tend to prefer reading and studying charts, drawing, and other graphic information, while auditory learners prefer listening to lecturer and audiotapes.

¹⁷ Ghulam Shabiralyani, *Impact of Visual Aids in Enhancing the Learning Process* (Journal of Education and Practice, vol.6, No.19,2015) p.227

In this paper the writer will only discuss three of them, they are :
video, pictures and realia.

a. Video

Video is part of visual aids used as media learning to motivate students in teaching and learning process. Video is recording of moving pictures and sound that has been made on a long narrow strip of magnetic material inside a rectangular plastic container, and which can be played on a special machine so that it can be watched on television.¹⁸

There are many reason why video can add a special to the learning experience:

1. Seeing language-in-use : one of the main advantages of video is that students do not just hear language, they see it too.
2. Cross-cultural awareness : video is also of graet value in giving students a chance to see such thing as what kinds of food people eat in other countries, and what they wear.
3. Motivation : for all of the reason so far mentioned, most students show an increased level of interest whent they have a chance to see language in use as well as hear it, and when is coupled with intresting tasks¹⁹

¹⁸ Cambridge Advanced Learner's Dictionary, (New York : Cambridge University Press 2005), p.1441

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching*, Third edition (New York : Longman, 1991)p.282

b. Pictures

As we know picture is material, it is something real, there are some kind of picture like animal, nature, magazine, newspaper, television and so on. Picture is a representation of anything (as a person, a landscape, a building) upon canvas, paper, or other surface, produced by means of painting, drawing, engraving, photography, etc. Picture also interpreted as a thing that has multiple meaning, for example, one picture it can be one thousand meaning.

Picture as visual aids in teaching and learning English process is suitable mainly for the first time for them to know English. By using picture it is easy for the teacher to explain. By using picture it easy for the student to know and to master vocabulary, structure, reading, composition, and event conversation. Teaching English through visual aids, like picture can develop student's motivation in leaning English.

c. Realia (Real Material)

Realia refer to real object, specimens or artifact not copies, models, or representation from a particular culture, indeed authentic materials such as newspaper, magazine, catalog, timestable, film etc, are designed for use in real life situation, not for use as instructional tools.²⁰ Realia also used to connect learners with the key focal point of a lesson by allowing tactile and multidimensional connection between

²⁰ Erik Q&A, *Teaching Foreign Language with Realia* (ERIC Clearinghouse on Language and Linguistic Wasingtan, D.C. December 1987)p.3

learned material and the object of the lesson.²¹ A teacher of a foreign language often employs realia to strengthen students' associations between words for everyday objects and the objects themselves. There are several kinds of Realia that can be used by the teacher. They are:

1. The real object being learnt and it can possibly show to the student, such as, stationeries (book, pencil, eraser, bag, pen, ruler, etc), things in the classroom (table, chair, blackboard, picture, chalk, etc), parts of the body (hand, hair, eyes, nose, ears, mouth, foot, etc), etc.

2. The replica of the object if the real objects are not possible to bring to the classroom, such as, animals (cow, goat, frog, cat, lion, dog, etc), vehicles (bus, train, plane, motorcycle, etc), occupations (Doctor, soldier, steward, policeman, fisherman, etc) etc. As a substitute of the real object, the teacher can use dolls or toys. The main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner. For examples, if the teacher is going to teach vocabulary of fruit and vegetables it can be much more affective for students if they can touch, smell and see the objects at the same time as hearing the new word. This would appeal to a wider range of learner styles than a simple flashcard picture of the piece of fruit or vegetable.

²¹ Jeremy Harmer, *The Practice of English Language Teaching*, 4th Edition, (Longman Handbooks, 1991), p. 177

4 . **Technique Teaching Vocabulary**

Techniques are important for teacher in the process of teaching and learning. Teacher needs an appropriate technique when they teach. Teachers should make their lesson understandable and enjoyable followed by learned. Technique used by the teacher is very essential, because it will influence the success in learning process of something. If teacher face particular situation, they know how to teach them by using appropriate technique. The teacher must match the material which should be given for the learner with the appropriate technique, so the learner will be able to understand the teacher explanation easily.

In the classroom, vocabulary can be assessed constantly and informally during the teaching and learning process. Teachers can use flashcards and pictures to teach and to check understanding. Teachers can ask children to brainstorm vocabulary in a topic before a teaching task.²² Some techniques on teaching vocabulary can be used to explain the meaning of words, and every teacher has to determine the best technique to teach or explain the meaning of words. In determination, a teacher needs to consider whether the technique is able to improve student's retention.

There are some techniques on teaching vocabulary especially new word :

²² Penny Mckey, *Assessing Young Language Learners* (New York : Cambridge University, 2006), p.191

- a. Say the word clearly and write it in the board
- b. Translate into the student's own language.
- c. Ask the student to translate the word
- d. Draw the picture to show the word means
- e. Give an English example to show the word is used
- f. Ask a question by using the new word.²³

²³ Andrian Doff, *Teach English ,: A Training Course for Teacher's Workbook* (Cambridge University Press, 1988), p.1