

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter is also expected to give important background information for the discussion of related literature. The researcher is going to describe some theories. The discussion consists of: (1) Definition of vocabulary (2) Kinds of Vocabulary (3) Knowledge of Vocabulary (4) Teaching Vocabulary (5) Learning Media (6) Audiovisual Media (7) Pictures Media (8) Previous Study.

#### **2.1 Definition of Vocabulary**

Hornby defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings". Neuman & Dwyer, defines vocabulary as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". According to Zimmerman cited in Coady and Huckin "vocabulary is central to language and of critical importance to the typical language learning" (Alqahtani, 2015)

Graves defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Krashen extends Graves' definition further by stating that lexicon organizes the mental vocabulary in a speaker's mind (Mukoroli, 2011).

## 2.2 Kinds of Vocabulary

Hatch and Brown indicate two kinds of vocabulary, (Alqahtani, 2015) :

### 1. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

### 2. Productive Vocabulary

Productive vocabulary is the words that the learners understand. They can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary and the ability to speak or write in an appropriate meaning. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

Cummins states that there are different types of vocabulary (Mukoroli, 2011) :

### 1. Reading vocabulary

This refers to all the words an individual can recognize when reading a text.

### 2. Listening vocabulary

It refers to all the words an individual can recognize when listening to speech and all of spoken English.

### 3. Writing vocabulary

This includes all the words an individual can use and develop in writing.

### 4. Speaking vocabulary

This refers to all the words an individual can use in speech.

## **2.3 Knowledge of Vocabulary**

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of second language (Alqahtani, 2015).

Without vocabulary knowledge, as Mukoroli said (Mukoroli, 2011), neither language production nor language comprehension would be possible. Thus the growth of vocabulary knowledge is one of the essential pre-requisites for language acquisition and this growth of vocabulary knowledge can only be possible when teachers employ effective vocabulary teaching and learning strategies which are the objectives of this research thesis.

## **2.4 Teaching Vocabulary**

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems to teach

students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom (Alqahtani, 2015).

The teachers should be concerned that teaching vocabulary is something new and different from student's native language. The teachers have to know the characteristics of their students. They need to prepare good techniques and suitable material in order to gain the target of language teaching (Alqahtani, 2015).

Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard (1992) (Alqahtani, 2015) :

1. Using Objects

Using this technique includes the use of real things, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words (Takac, 2008). In addition, Gairns & Redman(1986) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the

word through visualization. Objects in the classroom or things brought to the classroom can be used.

## 2. Drawing

Objects can either be drawn on the blackboard or flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help learners easily understand and realize the main points that they have learned in the classroom.

## 3. Using Illustrations and Pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, drawing boards, stick figures, and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colourful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and coursebooks contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or use pictures from magazines. Visual

support helps learners understand the meaning and helps in making the word more memorable.

#### 4. Contrast

Some words are easily explained to the learners by contrasting it with its opposite, for instance, the word “good” contrasted with the word “bad”. But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word “white” is contrasted with the word “black”, there is an “in between” word “grey”. Furthermore, verb “contrast” means to show a difference, like photos that reveal how much weight someone lost by contrasting the “before” and “after” shots. Many more research have also shown that vocabulary is best acquired if it is similar to what is already learnt (e.g. Rudska et al., 1982, 1985), it is not surprising that learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries are organised. Putting bilingual dictionaries aside, monolingual dictionaries essentially use words to explain words, and in this process, synonyms are often used (Ilson, 1991).

#### 5. Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say “clothes” and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g. a dress, a skirt,

trousers etc. And then the meaning of the word “clothes” will be clear. The other examples can be used are “vegetable” or “furniture” etc. (Harmer 1991).

#### 6. Mime, Expressions and Gestures

Klippel (1994) implies that “mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication”. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives : “sad” , “happy”; mime and taking a hat off your head to teach hat and so on. Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolise something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand. This teaching strategy is thus relevant for comprehension (Tellier, 2007). However, its utility may depend on the kind of gesture used by the teacher. It has been highlighted that foreign emblems, for instance, may lead to misunderstandings when it is not known by the learners (Hauge, 1999; Sime, 2001).

#### 7. Guessing from Context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading

specialists (Dubin, 1993). Nation and Coady (1988) claim that there are two types of contexts. The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one is the general context, or non-textual context, which is the background knowledge the reader has about the subjects being read. Williams (1985) agrees with Nation and Coady in considering the specific context as the other words and sentences that surround that word, it follows that other words in the context of the unfamiliar word often “throw light on” its meaning. These other words can be found in the sentence containing the unknown word or other sentences beyond the sentence of the unknown item.

#### 8. Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

#### 9. Translation

The translation does not create a need or motivation of the learners to think about word meaning (Cameron, 2001), but in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary (Thornbury, 2002), checking students’ comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors (Takac, 2008). There are always some words that need to be translated and this technique can save a lot of time.



## 2.5 Learning Media

The word “media” is derived from Latin word which is from the plural form of “medium”. Many organizations and experts give limits concerning the meaning of media, those are (Susilana and Riyana, 2009 : 6):

1. Technology messenger which can be used for learning purposes. So the media is an extension of the teacher (Schram, 1982).
2. National Education Association (NEA) provides limits that the media is means of communication both printed and audio-visual equipment, including the hardware technology.
3. In Briggs opinion, the media is a tool which provides incentive for students so that learning occurs.
4. Association of Education Communication Technology (AECT) gives the opinion that the media is all forms and channels used for distribution messages.
5. Gagne believes the media is various types of components in the environment of students which can stimulate students in learning.
6. Everything which can be used to deliver messages and can stimulate the mind, feelings, concerns, and the willingness of students to learn (Miarso, 1989).

Concerning the learning media as follows (Susilana dan Riyana, 2009 : 6-7) :

1. Technology messenger which can be used for learning purposes (Schram, 1982).
2. The physical facilities to deliver content of learning materials such as books, movies, videos, slides, and so on.

Learning media always consists of two elements, those are hardware and software. The hardware can be meant the equipment, and the software is the information or message content to be delivered by the tool. As Susilana and Riyana stated: “The software is the information to be delivered to the students and the hardware is the means used to present the learning materials.

The development of learning media nowadays follows the development of technology. If explored further, the development paradigm in education technology affect the development of learning media, those are (Susilana dan Riyana, 2009 : 8):

1. In the first paradigm, learning media together with audio-visual aids used by instructor to carry out their duties.
2. In the second paradigm, the media is seen as something to be developed systematically and adhere to the communication rules.
3. In the third paradigm, the media is seen as an integral part in learning system and requires the existence of changes at the other components in learning process.
4. Learning media, in the fourth paradigm, is seen as a source which is intentionally developed and used for learning purposes.

Furthermore Susilana dan Riyana (2009 : 9) also stated that in general, the media have utilities to:

1. Clarify the messages so that is not too verbalitas.
2. Overcome the limitations of space, time, energy, and power of senses.
3. Create a passion to learn, more interaction directly between students and the learning resources.
4. Allow students to learn independently according to their talents and abilities of visual, auditory, and kinesthetic.
5. Provide a same stimuli, equate experience, and generate a same perceptions.

In addition, the contribution of learning media according to Kemp and Dayton are (Susilana dan Riyana, 2009 : 9-10):

1. Presentation of the information can be more leaning.
2. Learning process can be more interesting.
3. Learning can be more interactive by applying the learning theory.
4. Making shorter learning time.
5. Increasing the quality of learning.
6. Learning can be held anytime and anywhere.
7. Improving the positive attitude of students towards learning materials and process.
8. Changing the teachers' role towards a positive.

Moreover in relation to the function of learning media as stated by Susilana dan Riyana (2009 : 10) can be emphasized in some points:

1. The use of instructional media is not an additional function, but it has its own as aids to achieve more effective learning process.
2. Learning media is an integral part of the overall learning process. This implies that learning media as one of the components which are not independent but interrelated with other components in order to create the expected learning situations.
3. Learning media in its use should be relevant to the competency and learning content itself. This function implies that the use of media in learning process should consider the competence and teaching materials.
4. Learning media is not as a means of entertainment, thus not to allowed to use it only for games or getting students' attention.
5. Learning media can serve to accelerate learning process. It means that learning media can help the students to be easier and faster in capturing the learning materials and the learning objectives.
6. Learning media serves to improve the teaching and learning process. In general, learning outcomes of students using learning media can be more durable settle so that the quality of learning has a high value.
7. Learning media laid the foundations concrete to think, so it can reduce the occurrence of verbalism.

Besides the functions described above, according to Susilana dan Riyana (2009 : 10-11) learning media also has values and benefits as follows:

1. Delivering the abstract concepts into concrete ones. The abstract concepts which are difficult to explain can be simplified through the learning

media. For example to explain the human blood circulation, electrical current, and so on, we can use picture or simple chart as a learning media.

2. Presenting the objects which are dangerous or difficult to obtain in our environment. For example, teacher can use pictures or television program about the ferocious animals like tigers and bears, or other animals like elephant, dinosaur, etc.
3. Displaying objects that are too large or small. For example, teacher will convey an idea of ship, markets, temples, and so on. Or displaying objects that are too small like bacteria, viruses, ants, or other small animals and objects.
4. Showing the movements that are too slow or fast. By using the slow motion technique of the movie media, it can show the trajectory of bullets or arrows, show an explosion. Likewise, movements that are too slow as the growth of sprouts and others.

The principal reason for selecting media in learning is based on the concept of learning as a system which is a totality of a number of interrelated components to achieve the goal. If we look at the development of instructional design procedure then begins with the formulation of specific instructional objectives as the development of general instructional objectives, then followed by determining learning materials to support the achievement of learning objectives and determining appropriate learning strategies. In achieving learning objectives can be supported by the media which are appropriate with the material, the strategies used, and the characteristics of students. To determine learning

outcomes, the teachers have to determine the appropriate evaluation, appropriate objectives and materials. If it turns out the learning outcomes are not in line with the expectations, in other words those are low outcomes, it is necessary to explore the cause by analyzing each component, so that we know the causes more objectively (Susilana and Riyana, 2009: 62).

## **2.6 Audio-visual Media**

According Susilana and Riyana (2009: 19) audio-visual media is media that communicates its message which can be received by the senses of sight and hearing, but the resulting image is a still image or a bit has an element of motion. These media types include sound slide, the film strip voiced and voiced pages (Susilana and Riyana, 2009: 19). Furthermore Susilana and Riyana (2009: 51) stated that the video media is media that presents information in the form of sound and visuals. Sound elements are displayed in the form of narrative, dialogue, sound effects, and music. While the visual elements of an image, moving images, animation, and text.

While Asyhar (2011 : 45) defines audio-visual media is the type of media used in learning activities involving hearing and vision at the same time in a process or activity. Messages and informations can be delivered through this medium both verbal and non verbal messages that rely on sight and hearing. Some examples of audio-visual media are movies, videos, TV programs, etc.

Arsyad (2011 : 31) also stated that audio-visual media has characteristics as follows:

1. They usually linear.
2. They usually present a dynamic visual.
3. They are used in a way predetermined by the maker or designer.
4. They are a physical description of real or abstract ideas.
5. They are developed according to the principles of behaviorism and cognitive psychological.

Advantages and disadvantages of audio-visual media as a learning media according to Arsyad (2011 : 49-50) as follows:

1. The advantages:
  - a. Movie and video can fit out the students' experience.
  - b. Movie and video can represent a process appropriately and can be seen many times as needed.
  - c. Beside increasing motivation, movie and video can inculcate attitudes and other affective terms.
  - d. Movie and video contain positive values which can attract thought and discussion within a group of students.
  - e. Movie and video can serve a dangerous situation that is difficult to be seen directly.
  - f. Movie and video can be displayed to personal, large and small group, homogeneous and heterogeneous one.
  - g. Movie can save time.

2. The disadvantages:
  - a. Procurement movie requires a relatively high cost and need more time.
  - b. Not all of students can catch the information delivered by the movie.
  - c. Not all available movies and videos are appropriate to the needs and the objectives, except it is purposely produced and designed for our needs.

## **2.7 Pictures as Media**

Pictures are found everywhere. They can be drawn either on the blackboard or chart paper or even cutouts (Ngaraj G, 1996: 188). According to Gerlach and Elly (1980: 273), a picture may also be worth a thousand years or a thousands miles. Learners can show people, places, and things from ancient time or portray the future through pictures. Picture also represent images from ancient time or portray the future. We will support this statement if we realize that every time we see pictures, there must be something desired to be said by the pictures.

Most people, Brown (1977: 179-180) stated, pictures provide feeling that they make contacts with the real world. Perhaps, there are million of individuals all over the world who have never seen an ocean but only some kind of pictures. The pictures may be used to clarify their imagination about ocean. They will show how the real ocean looks like.

Pictures are important to help the students in learning English vocabulary and memorizing the meaning. Ur says that visual have an important function as



aids to learning simply because they attract students' attention and help encourage them to focus on the subject in hand (Ur, 1948: 30). Wright states that picture can play a key role in motivating students contextualizing the language they are using, giving them a reference and helping to discipline the activity (Wright, 1989: 2).

According to Wright (1989: 17) there are advantages of conventional technique using pictures in teaching language as follows

1. Pictures can motivate students and make them want to pay attention and take apart.
2. Pictures contribute to the context in which language is being used.
3. Pictures can be described in an objective way or interpreted or responded subjectively.
4. Pictures can cue responses to questions or cue substitutions through controlled practice.
5. Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

From the explanation above, it can be seen that pictures are useful to focus the students' attention to imagine on what the text says. Pictures are not ambiguous; a picture should contain only what the word means. Using picture is also can help students to understand and comprehend vocabulary clearly and easily. So it can be one of good technique in teaching English vocabulary.

## 2.8 Previous Study

There are some previous studies related on this study. It makes the researcher wonder the result if the audio-visual media is compared to pictures media on vocabulary learning especially in Nahdhatul Islahiyah School.

The first study we found is held by Icuk Harjuno (2009). The title is “The Effectiveness of Using Pictures to Teach Vocabulary about Objects around School Environment (A Case of Fifth Graders of SDN Manyaran 3 Semarang)”. The population is of the study was the students of the fifth grade of SDN Manyaran 3 Semarang in the academic year of 2008/2009. The sample was class VA as the experimental group and class VB as the control group. Class VA was taught using pictures, and VB without using pictures. In this research, the writer used pre-test and post-test for both classes and test as an instrument. After giving material in 3 weeks, the writer conducted post-test to know the development of the students’ vocabulary mastery. The working of hypothesis of this study is significant difference between students who are taught by using pictures and the students taught without pictures. So it is suggested for English teacher to teach using pictures in improving student vocabulary mastery.

The second studies is Alia Ben Sola (2012) in title “The Influence of Using Audio-Visual Aids in Teaching English Vocabulary, A Case Study: Third Year Pupils at Daas Mohamed Middle School (Tolga, Biskra)”. This study work attempted to examine the effectiveness of audio-visual aids in enhancing studentss’ vocabulary acquisition at 3rd year middle school level. It aimed at

finding out whether these teaching aids help in leading pupils to well remember new words. To achieve this aim, She relied on two means of research: a questionnaire and a classroom observation. The questionnaire was handed to teachers in order to investigate the techniques applied by teachers to present new vocabulary items. It focused on investigating the role of audio-visual materials as one of these techniques. Moreover, the classroom observation was set in order to obtain more direct, real and accurate data on what is going on when explaining and practicing new words with and without teaching materials. The results obtained from this investigation confirmed their hypotheses and revealed that pupils remember nearly all new words when they encounter them with auditory and/or visual images. These aids were also useful means to attract and motivate pupils for teaching not merely vocabulary but also a foreign language. Coming with these findings, She have proposed some pedagogical implications for the teaching of vocabulary with audio-visual devices. She showed that traditional and modern technological materials provide more comprehensible vocabulary and create a relaxed atmosphere inside the classroom.

The third research is held by Sadeq Ali Saad Al- Yaari (2013) under the title “Using Audio-Visual Aids and Computer-Assisted Language Instruction (CALI) to Overcome Learning Difficulties of Vocabulary in Students of Special Needs”. To assess the effect of using audio-visual aids and computer-assisted/ aided language instruction (CALI) in the performance of students of special needs studying vocabulary course. The performance of forty students of special needs (males and females) who used audio-visual aids and CALI in their vocabulary

course at al-Maladh school for students of special needs was compared to that of another group (control group) of the same number and age (8-18). Again, subjects in the experimental group were given lessons using audio-visual aids and CALI, while those in the control group were given lessons using ordinary educational aids only, although both groups almost shared the same features (class environment, speech language therapist (SLT), etc.). Pre-and-posttest was given at the beginning and end of the semester and a qualitative and quantitative analysis followed. The results of the present experimental study's pre-and-posttests indicated that the performance of the students in the first group was higher than that of those of the second group (34.27%, 73.82% vs. 33.57%, 34.92%, respectively). Compared with females, males' performance was higher (1515 scores vs. 1438 scores). Such findings suggest that the presence of these audio-visual aids and CALI in the classes of students of special needs, especially if they are studying vocabulary building course is very important due to their usefulness in the improvement of performance of the students of special needs.

The fourth research we found is held by Nurullah Mansourzadeh (2014), and the title is "A Comparative Study of Teaching Vocabulary through Pictures and Audio-visual Aids to Young Iranian EFL Learners". The purpose of the present study was to compare two techniques of teaching vocabulary to young Iranian EFL learners, namely still pictures and audio-visual aids, to find out if any of them was more effective than the other. In other words, this study was designed to get answer to the following question: Are audiovisual aids more effective than still pictures on learning vocabulary by young Iranian EFL learners?

In order to answer the above question, two classes, each consisting of 30 EFL beginner learners, were randomly selected among 128 students learning EFL in grade two at Imam Hossein guidance school in Zahedan, Iran. Since both groups were homogeneous, the vocabulary test (pre-test) was given to the participants at the outset of the study. One group received its instruction through audiovisual aids for teaching vocabulary while the other group was taught through still pictures. After ten sessions of instruction, the post-test (achievement test) was administered to both groups to see the effect of both instructional techniques. The obtained results through descriptive statistics (mean and standard deviation) indicated there was a significant difference between the group which was taught through pictures and the one which received audiovisual aids. In other words, using pictures was more effective than audio-visual aids in teaching vocabulary to Iranian EFL beginners. Thus, the null hypothesis was rejected and some recommendations are given at the end.

The last study is held by Firdaus Rizal Himawanto (2015) under the title “The Effectiveness Of Teaching Vocabulary By Using Audio-Visual As Media Toward Vocabulary Mastery Of The VII<sup>c</sup> Grades Students Of Smpn 3 Kedungwaru Tulungagung In Academic Year 2014/2015”. This research found that teaching vocabulary by using audio-visual media to the VII<sup>C</sup> grades of SMPN 3 Kedungwaru-Tulungagung made them spiritfull and enthusiastic to improve their vocabulary in the context of speaking or writing. From the data analysis, the result showed that the students’ score before they are taught using audio visual media was 71.73. While the students’ score after they are taught by using audio-

visual media was 83.46. In addition, the result of the statistical computation using t-test revealed that the obtained tcount was 11.00. Then the t-table for  $t_{0.05}$  was about 2.060. Thus, there was an effect of using audio-visual as media in teaching vocabulary toward vocabulary mastery achieved by the VIIC grades students of SMPN 3 Kedungwaru in academic year 2014/2015. The use of audio-visual as media will be significant if  $t_{\text{count}} > t_{\text{table}}$ . And the data analysis shows that  $t_{\text{count}} > t_{\text{table}}$  ( $11.00 > 2.060$ ). In other words, the alternative hypothesis stated that teaching vocabulary using audio-visual as media was effective to improve the students' vocabulary mastery, it means that  $H_e$  is accepted. Whereas, the null hypothesis was rejected ( $H_0$  is rejected). In other words, audio-visual media can be used as an alternative to teach vocabulary to the students at Junior High School level.