

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The General of Noun

a. Definition of Noun

According to Marcella Frank, the noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief “head” word in many structures of modification.¹ Nouns may function not only in the central core of the sentence, but also in structures of modification. Noun is a word (group of words) that is name of person, a place, thing, activity, quality or ideas. Noun can be used as the subject or object of a verb.²

From the statement above, the writer thinks that as the students of junior high school need to know of noun as the most important part of speech.

b. Types of Noun

Some nouns may belong to more than one of the types below:

- 1) Proper nouns (capital letter in its written and printed in several ways that differ from the way it is used in other languages using Roman alphabet)
- 2) Concrete nouns (a word for a physical object that can be perceived by the senses)
- 3) Collective nouns (a word for a group of people)

¹ Marcella Frank, *Modern English: A Practical Reference Guide*. New Jersey: Prentice Hall, Inc., 1972, p. 6.

² Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, New Jersey: Longman, 1998, p. 37.

- 4) Countable and uncountable nouns (countable noun usually be made plural by the addition of –s and –es, uncountable noun is not used in plural)
- 5) Noun compounds (a group of two words but sometimes more joined together into vocabulary unit that has function as single part of speech)
Noun compounds consist of the following form:
 - a) Noun + noun (bathroom, department store, ect)
 - b) Possessive noun + noun (artist’s model, lady’s maid)
 - c) Adjective + noun (black bird, blue print)
 - d) Verb + noun (pickpocket, flashlight)
 - e) Noun + verb (handshake, lifeguard)
- 6) Adjective form used as nouns (a plural verb when refer to persons.
Ex: “rich” as “richer”)
- 7) Verb form used nouns (such noun with –ing endings are called gerunds. Ex: swimming is my hobby).

c. Concrete Noun

Concrete noun is refers to objects and substances, including people and animals, physical items that we can perceive through our senses, that means concrete nouns can be touched, felt, held, something visible, smelt, taste, or be heard.³

³ <http://www.englishlanguageguide.com/english/grammar/concrete-noun.asp>

2. Teaching Vocabulary

a. Definition of Vocabulary

Vocabulary is one of the language components which should be mastered by English learners. Vocabulary has role, which parallel with phonology and grammar to help learner mastering four language skills.

Learning a language, learners will be introduced to the component of languages such as grammar, pronunciation and vocabulary. Grammar means the rules in a language for changing the form of words and combining them into sentences.⁴ Pronunciation means the way in which a language is spoken or the way a person speaks the words of a language.⁵ And vocabulary as one of the language component it also needed to master a language.

There are some experts who define vocabulary. First, Richards defines “vocabulary as one of the most obvious components of language and one of the first applied linguists turned their attention to”.⁶ Second, Penny Ur explains that “vocabulary is the words which we teach in foreign language.”⁷ Third, Haycraft explains that “vocabulary is divided into receptive vocabulary and productive vocabulary”⁸.

Hornby says, “Vocabulary is a total number of words which (with roles for combining them) make up a language”. This definition tells us not only the number of words one knows but also the rules for

⁴ A s. Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995, 5th Ed.,) p.517.

⁵ *Ibid*, p. 928.

⁶ Jack C. richards, *Curriculum Development In Language Teaching*, Cambridge: Cambridge University Press, p.4

⁷ Penny Ur, *A Course In Language Teaching*, (united kingdom: Cambridge University Press, 1998) p.60.

⁸ Evelyne Hatch and Chery L. Brown, *Vocabulary Semantics and Language Education*, (Melbourne: Cambridge University Press, 1995) p.370s

combining the words to make up a language.⁹ It means that vocabulary covers knowing the meaning of words and their uses in context.

From the explanation above, the writer concludes that vocabulary means the total number of words including single words, compound words and idioms that individual knows and the rules for combining the words to make up a language. And the writer also concludes that vocabulary means the component of languages such as grammar, pronunciation and vocabulary. Grammar means the rules in a language for changing the form of words and combining them into sentences. Pronunciation means the way in which a language is spoken or the way a person speaks the words of a language. And vocabulary as one of the language components it also needed to master a language.

As the conclusion, the vocabulary is the ability masters a lot of words to make communications with other people. In order to communicate well in a language, students should acquire an adequate number of words and should know how to use them accurately. The more vocabulary the learners have the easier for them to develop their four skills. In listening skills, by having many vocabulary they can hear and understand all the words in oral communication easily. In speaking skill they can cover all the words that use in oral communication. In reading skill, they can understand all the words in written material, and in writing skill, they can express their ideas, opinions, and feeling cohesively. The writing and speaking are language production that belongs to productive skills; while listening and reading involve receiving the message and they are belong to the receptive skills.

⁹ A S Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (NY: Oxford University Press, 1987), 25th Ed.,p. 959.

b. Principles of Teaching and Learning Vocabulary

The purpose of teaching vocabulary is to help the students bring and the meaning from word sign, signal and symbol. To achieve the goal of teaching vocabulary, the students must be taught many things about words and their meaning as well as the words themselves.

In teaching learning vocabulary, there are several principles for the teachers as consideration. The principles are:

1) Aims

“How many of things listed does the teacher expect the learner to be able to achieve the vocabulary? What kinds of word?”¹⁰

The aims have to be clear for the teacher before they teach vocabulary to the students.

2) Quantity

“The teacher may have to decide on the number of vocabulary items to be learnt”

The teacher has to decide how many words in a lesson students should learn.

3) Need

The choices of words have to be related to the aims of teaching. It is also possible of choosing the vocabulary to be taught for her or his students.¹¹ In other words, the students put in a situation where they have to communication and get the words that they need.

4) Frequent exposure and repetition

The teacher could not teach new words one. They have to repeat them to make sure that the students already remember them.

¹⁰ Wallace, J. Michael. *Teaching Vocabulary*, (London: Great Britain Bridles, Ltd), 1982. p.27.

¹¹ *Ibid.*, p.28.

Wallace states that there has to be a certain amount of repetition until there is evidence that students have learnt the target words well.

5) Meaningful presentation

“The learner must have a clear and specific understanding of what it denotes or refer to, i.e. it’s meaning”

This requires that the words be presented in such a way that its denotation or reference is perfectly clear and unambiguous.

6) Situation presentation

The students should learn words in the situation in which they are appropriate.

“The choice of words can vary according to the situation in which we are speaking and according to how well we know the person, to whom we are speaking (from informal to very informal)”.¹²

From the principles above in teaching process, the teacher should be able to identify who the students are, what their needs are, and how the teacher should teach in a simple and interesting way. Different age of students indicate that they also have different needs and interest.

In teaching vocabulary, the teacher must be able to select the words that will be given to the students, according to the curriculum and the goal of teaching. In application, the materials which are given have been selected to the students’ need that used in real life. As a good teacher, it is important to know how to teaching vocabulary. Finochiaro mentioned some steps related to the teaching vocabulary, they are:

- a) Not all the words which students hear during any lesson or even is later lesson need to become a part of his “active” vocabulary. In other words, not all of vocabularies have to memorize. The active vocabulary should be presented and practiced continuously. For

¹²*Ibid.*, p.30.

example, motivated the students to understand them in speaking or writing.

- b) New vocabulary items should always be introduced to know structures, so it is easy for students to understand them.
- c) Vocabulary items should be taught in various ways; it can be in a picture, game or even puzzle to attract their interest.
- d) Vocabulary items should be introduced many times
- e) Vocabulary should be practiced as structure in practiced; it could be answer question, drill, etc
- f) Students should be encouraged to learn to use nouns; verb, adjectives and adverbs with contain the some root.¹³

In other to avoid misunderstanding of the meaning, teacher should be taught about part of speech, cognates and derivations.

Vocabulary is very important in developing four language skills, such as: reading listening, speaking and writing. The mastery vocabulary can be easier for develop their skill.

c. Some Techniques in Teaching Vocabulary.

Teaching techniques is important in teaching learning process not only determined by teacher and students' competence but also with in appropriate technique.

Teaching techniques are very helpful for teacher. It is teachers' task to appropriate technique of vocabulary teaching, it does not mean that if the teacher uses a certain technique.

There is relationship among teaching approach, method, and technique. An approach is a set of assumptions dealing with the nature of language, learning, and teaching. Method is describing an overall plan

¹³ Marry, Finochiaro, *English as A Second Language from Theory to Practice*, New York: Regent Publishing Company, Inc, 1974, p. 73.

for systematic presentation of language based upon a selected approach. Technique is the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.

From explanation above, the writer concludes that a method is smaller than an approach and it is bigger than a technique.

Ruth Gairns and Stuart Redman say, “There are many techniques of vocabulary teaching. There are: visual aids, verbal explanation, and contextual guesswork”.¹⁴

1) Visual Aids.

In this technique, a teacher can use pictures, photographs, flashcards, and blackboard. One of the visual aids is blackboard. It is a writing the words and their meaning on the blackboard but there are undersized results.

Pictures for vocabulary teaching come from many sources. It can be from the magazine, newspaper or the students’ handmade. Pictures can be used to explain the meaning of vocabulary items. The meaning of vocabulary is in the students’ mind before he is given the English word because he can understand it from the picture.

2) Verbal Explanation.

In this technique, a teacher should select and provide words will be taught based on the students’ level, the aim and the time allocated. A teacher can explain the synonym, antonym and definition of the words. The use of this technique is often a quick and efficient way of explaining unknown words, but usually the students become bored in teaching learning process.

¹⁴ Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, (New York: Cambridge University Press, 2003), p. 73.

3) Contextual Guesswork

In this technique, the students learn vocabulary from a text. The students can understand the meaning of difficult words from a text through deducing meaning from context, deducing meaning from form, word association and word formation.¹⁵

Deducing meaning from context is looking the meaning of words through context in the sentences. For example, the word *sailor* in this sentence *jack was a young sailor. He lived in England, but he was often away with his ship.* The students will know the meaning of sailor from the context: *He was often away with his ship.*

Deducing meaning from form is looking the meaning of word based on the meaning of morpheme. For example, the word *Freetown* in the following sentence:

Jack's first port was Freetown in Africa, and he sent Gloria a parrot from there.

The word *free* is translated as not controlled by somebody else, rules a government, etc, and the word *town* as a place with many building and houses, larger than a village. So *Freetown* is a place that was not controlled by the government.

d. The Aspects of Lexis that Need to be Taken in Teaching Vocabulary

Ruth Gairns mentioned several aspects of lexis that need to be taken into account when teaching vocabulary. They are¹⁶:

1) Affective Meaning

Distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speaker's attitude

¹⁵ *Ibid.*, p.83.

¹⁶Ruth Gairns *op. cit.*, p. 15-37

of the situation. Socio- cultural association of lexical items is another important factor.

2) Style, Register, Dialect

Being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.

3) Sense relations

There are many types of sense relations that hold between include¹⁷:

a) Synonymy

Having the same meaning e.g. rich - wealthy;

b) Antonymy

Being opposite in meaning e.g. alive – dead;

c) Hyponymy

One is an example or type of another e.g. furniture – chair;

d) Translation

Awareness of certain differences and similarities between the native and the foreign language e.g. false cognates.

e. Kinds of Vocabulary

According to Subyakto in this book “Metodologi Pengajaran Bahasa”, that in teaching vocabulary, vocabulary can be grouped into two that is receptive and productive vocabulary.

1) Receptive vocabulary

Receptive vocabulary is the vocabulary which has been known or has been heard when somebody expresses an idea.

Receptive vocabulary can also be conceived as recognition

¹⁷ Lynne Cameron, *Teaching Languages to Young Learners*, United Kingdom: Cambridge University Press, 2001, P.83.

vocabulary. Vocabulary is broader in number receptive than productive vocabulary.

Receptive vocabulary is generally in any reading text as well as in listening text.

2) Productive vocabulary

Productive vocabulary is used by somebody in communicating and writing. Productive vocabulary is generally at speaking and writing.

Subyakto stated that to teach productive vocabulary, a teacher can take the following steps:

- a) Giving context
- b) Repetition words
- c) Checking meaning of word by giving question about that word.
- d) Using words in many contexts
- e) Giving the examples of sentences or model.¹⁸

To improve vocabulary learning, somebody will have to read a lot of words and memorize them in their mind.

Another opinion by Marianne Celce and Murcia Elite Olshtain, “there are two kinds of vocabulary: they are function words and content words”.¹⁹

- 1) The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, prepositions, determiners and adverbs).

¹⁸ Subyakto, *Metodologi Pengajaran Bahasa*, Jakarta: Gramedia Pustaka Utama, 1988, p.179.

¹⁹ Marianne Celce – Murcia Elite Olshtain, *Discourse and Context in Language Teaching: A Guide for Language Teachers*, (New York: Cambridge University Press, 2000), P. 76.

- 2) The content words are those vocabulary items that belong to open word classes (word classes that readily accept new words and discard old ones).

f. The Use of Picture in Teaching Vocabulary

Teaching technique is important. Teaching learning process insists on the ways of teaching. It means that the way of teaching has an important role. The result of teaching – learning process is determined not only by teachers and students' competence but also by appropriate techniques.²⁰

There are many techniques of teaching vocabulary. Not all the techniques are very helpful for students. It is the teachers' task to use the appropriate technique of teaching. It does not mean that if a teacher uses one technique, the other techniques are not good; the teacher should use the technique that makes the teaching-learning process effective.

Every teacher wants his students to be successful in their learning, especially learning vocabulary. It means that the students understand what they have studied. In accordance with this, one of the teacher's tasks is to find the ways how their learning can be successful. Another effective way of getting learners to learn words is through the use of pictures. They can also draw her students' interest and engage the students' motivation. If the students are motivated, they will learn hard. In addition, pictures can be able to make the students active during the teaching learning process.

Pictures can also help the students to memorize the meaning of words as illustrated. Flashing the pictures for a short time is very useful as it elicits the students to speak and memorize the words automatically.

²⁰ Ruth Gairns and Stuart Redman, *op. cit.*, p. 73.

3. Media

a. General Concept of Media

Media plays an important role in teaching and learning process. The use of media is very needed to reach the purpose of teaching and learning and it should be various. Harmer stated that “as a language teacher, we use variety of teaching aids to explain language meaning and construction, engage students a topic or as the basic of whole activity”²¹

Gerlach and Elly stated that a medium is any person, material, or event that establishes conditions, which enable learners or students to acquire knowledge, skills and attitudes.²²

From the explanation above, the writer makes a conclusion that media is the tools, materials, or events that establishes conditions used by a teacher to facilitate the instruction to acquire knowledge, skill and attitudes and engage the learner in a topic or as the basic of the whole activity.

There are principles of media selection:

1) Content

Do the media have significant relation with the lesson? The choice of certain media must be conformed to the lesson (message) that will be given to the students.

2) Purposes

The use of the visual aids should contribute to the teaching learning process significantly. It means that the media can facilitate the teaching learning process.

²¹ Harmer, J, *The Practice of English Language Teaching*, London: Longman Group Limited, 2001, p.134.

²² Gerlach and Elly. *Educational Research Competences for Analysis and Application*, Third Addition: Columbus Merrill Publishing, 1983, p. 241.

3) Price

Before buying certain visual aids, a teacher should consider whether or not the cost or money spent is in accordance with the educational result derived from its use.

4) Circumstances of use

In choosing visual aids, a teacher should take into account the environment (school) where he/she teaches. He/she should think whether or not the aid would function effectively in environment.

5) Learner's Verification

A teacher must think whether or not there are data providing that the students learnt accurately through the use of learning aids.

From the explanation above, it should be better if the teacher follows all the principles, so that the teaching and learning process can go on normally and the goal of teaching and learning process can be reached.²³

b. Types of Media

According to Oemar Hamalic (cited from Asnawir, 2002: 29), there are four classifications of teaching media:

- 1) Visual media, such as filmstrip, transparency, micro projection, bulletin board, pictures, illustration, chart, graphic, poster, map, and globe.
- 2) Audited media, such as phonograph record, electric transcript, radio, recorder of tape recorder.
- 3) Audio visual media, such as film, TV, and three dimensions things.
- 4) Dramatization, role play, socio drama, etc.²⁴

²³ *Ibid.*, p.76.

²⁴ *Ibid.*, p. 28.

Those media can be used in teaching according to the materials and students' level and interest. The question of what media attributes are necessary from a given learning situation becomes the basis of media selection.²⁵

c. Functions of Media

Media have important roles in teaching and learning process. The followings some functions of media in teaching learning process. Media give motivation for students to be more interested in learning. Learners are able to understand the message better as the materials are presented in a certain way. And media provide various kinds of teaching methods and technique, so learners are not bored with the monotonous teaching and learning process.

d. Games

Game is a simplified, operational model of a real life situation that provides students with vicarious participant in a variety of roles events. A game is an activity with rules, a goal, and element of fun.²⁶

Lee Deighton says that a game can be defined as something enjoyable, but serious. Involving for specified objectives and observing rules. It means that the teacher as educator gives a great help until they have opportunities to express their participation in teaching learning process in the classroom.²⁷

From the definition above, we can see that there are some characteristics of games:

²⁵ *Ibid.*, p. 32.

²⁶ Jill Hadfield, *Intermediate Communication Games*, England: Longman, 1996, p. v.

²⁷ Deighton, L. *Games for Language Learning*, (Cambridge: Cambridge University Press), 1971, p.106.

- 1) It must be enjoyable
- 2) There must be cooperation and competition activity among the players
- 3) It must have some objectives to be achieved
- 4) It must have some a set of rules which have to be obeyed by the players
- 5) It must reveal a decision making process and variety of roles and event.

e. Picture Message

Message picture is a motion picture that, in addition to or instead of being for entertainment, intends to communicate a certain message or ideal about society. Message pictures usually present the message they want to deliver in the form of a morality play, and are usually serious (often somber) works. However, not all message pictures are 100% serious, and there are also films spoofing the genre. Picture Message is also playing need many vocabulary.²⁸

In this study, the writer uses one of teaching technique to teach vocabulary to make it pleasing and interesting for the students. The technique is picture message. By using game, students feel something new and different from what they usually got in their class.

B. Previous Research

The previous researches that used by the researcher are:

1. A thesis by Bayu Candra Wijaya, students' number 2201403573, an UNNES' student of language and arts faculty in 2007. the title is *The Use Of English Cartoon Film To Improve Students' Mastery In Vocabulary In The Case Study Of The First Year Students Of SMP N 38 Semarang In The Academic Year*

²⁸<http://www.yourdictionary.com/picture10/01/2011>

2006/2007. He used cartoon film to improve students' mastery in vocabulary. The objectives of his study were to know the vocabulary mastery of students' and to find out whether English cartoon film to improve students' mastery in vocabulary. The population of his study was the seventh grade of SMP. He chooses two classes to be result, one class as a control class and one class as a experimental class.

For experimental class, he used English cartoon film for students and other class he did not use game. And the result was significant. The differences between this research and my research will be in specification of the vocabulary. He did the research to know the vocabulary mastery of students and find out whether English cartoon film to improve students' mastery in vocabulary whereas the writer will do the research to know whether or English cartoon film is effective to improve students' vocabulary mastery. Besides that, this research was conducted with seventh grade of SMP in academic year 2006/2007 and the writer will do research with eighth grade of MTs. Mafatihut thullab Surodadi in the academic year 2010/2011.

2. A thesis by Dhina Oktaviana, students number 2201402542 an UNNES' student of language and arts faculty in 2007, the title is *The Effectiveness of Scrabble Game to Teach English Vocabulary In The Case Study of The First Grade of SLTPN 02 Nalumsari Jepara In The Academic Year 2006/2007*. She used scrabble game to teach English vocabulary. The objective of her was studies are found out the effectiveness of scrabble game to teach English vocabulary. The population of his study was the seventh grade of SMP. She chooses one class and divided into two groups, and the result was significant. The differences between this research and my research will be in specification of the vocabulary. The population of her study was the seventh grade of SMP in academic year 2006/2007. And the writer will do research with eighth grade of MTs. Mafatihut thullab An-Nawawy Surodadi Jepara in the academic year 2010/2011.

The differences between this research and my research will be in research method; he did the research in action research whereas I will do my research in experimental method in quantitative design. Beside that, this research was conducted with seventh grade students of SMP. And the writer will do my research with eighth grade students of MTs Mafatihut thullab An-Nawawy Surodadi Jepara. In addition to that, the writer will collect the data through test, and documentation.

C. Hypothesis

“Hypothesis is the assumption that possibly true or possibly wrong”.²⁹ Hypothesis is the provisional answer to the problem of the research; theoretically it was considered possibly or highest the level of his truth.

“It is provisional truth determined by researcher that should be tested and proved”.³⁰ Because the hypothesis was the provisional answer, it must be proved through investigation or analysis of the data to receive proof whether the hypothesis could be accepted or not received, significant or not, effective or not.

In this research, hypothesis of this study is there is significant difference between vocabulary score of students taught using picture message and those taught using without picture message. In this case the vocabulary score of students taught using picture message is higher.

²⁹Sugiyanto, *Analisis Statistika Sosial*, (Jawa Timur: Bayumedia Publishing, 2004), p. 136.

³⁰Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta,2006), p.116.