

CHAPTER II

REVIEW OF LITERATURE

A. VOCABULARY

1. Definition of Vocabulary

A vocabulary is defined as all the words known and used by a particular person. However, the words known and used by a particular person do not constitute all the words a person is exposed to.¹⁴

By definition, a vocabulary includes categories of this list:

1. Never encountered the word.
2. Heard the word, but cannot define it.
3. Recognize the word due to context or tone of voice.
4. Able to use the word but cannot clearly explain it.
5. Fluent with the word – its use and definition.¹⁵

According to AS Hornby that vocabulary is the total number of word in language¹⁶. According to Webster's Third New International Writing Dictionary is:

¹⁴ <http://en.wikipedia.org/wiki/Vocabulary> On June 04 2009 At 11.54 P.M

¹⁵ ibid

¹⁶ AS Hornby,Ibid,P. 1331

- A range of means by which one can apprehend experiences or express ideas or feelings
- A list or collection of words and phrases
- A sum or stock of words employed by a language group, individual or work or in relation to a subject.¹⁷

2. Kinds of Vocabulary

Vocabulary is the most important skill to speak, listen, read and write, without it no one can speak fluently. These are kinds of vocabulary

- a. *Passive vocabulary*; It is a process of getting word when hearing and understanding.
- b. *Active vocabulary*; It is a process of getting word from mind (feeling) it self, when it is used in spoken or in sentences¹⁸. It is also called *productive vocabulary*. Student must know how to pronounce it well; they must know and be able to use grammar of the target language, and also they must be familiar with collocation and understand the connotation meaning of the word.

According to literacy teacher that there are types of meaning vocabulary:

¹⁷ Webster, *Webster's Third New International Writing Dictionary* (Chicago, Encyclopedia Britannica, Inc, 1986), P.

¹⁸ <http://en.wikipedia.org/wiki/Vocabulary> On June 04 2009 At 11.54 P.M

- a. *Listening Vocabulary*; It is primarily learned in the home by hearing family members and others with whom the young child comes in contact speak
- b. *Speaking Vocabulary*; It is from the imitation and modelling of family members and others adult with whom he or she comes in contact
- c. *Reading Vocabulary*; It is primarily developed in school unless the child is an early reader, in which case it can be learned in the home or in some kind of child- care facility.
- d. *Writing Vocabulary*; It is primarily learned in school, although a start can be made before school entrance especially if the child is encouraged to use invented spelling.
- e. *Potential and Marginal Vocabulary*; It is composed of all the words that the child may be able to determine the meaning of by using semantic (contextual) clues; by examining prefixes, suffixes, or word roots; or by understanding derivatives of words.¹⁹

In addition there are two types of word; content and functional word. Content word is word that has lexical or dictionary meaning; such as “Chair” “Cupboard”, one can define that “Cupboard” is thing that is used for keeping something. Functional word is word that shows the relationship between words

¹⁹ Wilma H. Miller, Ed.D., *Strategies For Developing Emergent Literacy*, (New York :Illinois State University), P. 178

to make sentences that correct grammatical; such as “I can do it” the word “can” is a functional word.²⁰

3. The Importance of Vocabulary

If someone wants to communicate in English smoothly he/ she someone wants to communicate should have many vocabularies which they can not speak fluently without developing vocabularies. It is very important to learn vocabulary. These are the reasons why vocabulary is important:

- c. An extensive vocabulary aids expressions and communication
- d. Vocabulary size has been directly linked to reading comprehension.
- e. Linguistic vocabulary is synonymous with thinking vocabulary
- f. A person may be judged by others based on his or her vocabulary²¹

4. Vocabulary Item for Junior High School

Vocabulary items for first grade of junior high school is based on the syllabus of first grade of junior high school such as; self- identity, school life, things in the house, family, hobbies, etc.

²⁰ Kartika Dwi Rahayu, *The Use Of Picture To Improve The Vocabulary Mastery Of The First Years Students Of Smp Bina Bangsa Surabaya*, PBI and art Thesis, (Surabaya: UNESA Library,2005), P.05 t.d

²¹ <http://en.wikipedia.org/wiki/Vocabulary>

Based on the statement above that vocabulary item should be learned in context, teacher may use other different sources if it is necessary.

C. PICTURE

1. Definition Of Picture

There are many definitions of pictures, these are:

- a. 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.; a representation in colors. By extension, a figure; a model.
- b. Picture is to draw or paint a resemblance of; to delineate; to represent; to form or present an ideal likeness of; to bring before the mind.
- c. the Requirements for the Attainment of the Degree of English Education
An image or resemblance; a representation, either to the eye or to the mind; that which, by its likeness, brings vividly to mind some other things.
- d. A form of entertainment that enacts a story by a sequence of images giving the illusion of continuous
- e. A visual representation (of an object or scene or person or abstraction) produced on a surface.

- f. A form of entertainment that enacts a story by a sequence of images giving the illusion of continuous movement;
- g. Illustrations are used to decorate or explain a text.²²

2. Types Of Pictures

Pictures are divided into three types;

1. Picture Of Individual Persons And Individual Object

It is a single object of the picture; such as activities, or person, thing.

Usually it is used for the cover of magazine, news paper and others.

2. Picture of Situation

It is kinds of single pictures which show a scene (house, school, bath room, bed room). Usually it is in the form of a large picture or namely composite picture because of the size.

3. Picture Series

It is a number of related composite pictures linked to form series or sequences. It is main function to tell the story²³

²² <http://ardictionary.com/Picture/5916> In June 04 2009 At 11.54 P.M

²³ Kartika Dwi Rahayu, *The Use Of Picture To Improve The Vocabulary Mastery Of The First Years Students Of Smp Bina Bangsa Surabaya*,(UNESA; PBI and art: 2005),P. 13

3. The Purpose Of Using Guided Picture

The purposes of pictures are to make students understand about the material especially in their writing. By using pictures; students can be guided and can be more easily to infer the pictures.

4. Using Pictures In Teaching Vocabulary

Pictures can be used effectively to teach language, it has often been used to elicit conversation on topics such as shopping, things in the house, or a party. Pictures can be used to provide more systematically cultural experience necessary for a full understanding and use of the language.²⁴

A teacher can find a valuable resource in pictures; such as drawing, photograph, poster, diagram, cartoon, etc. pictures can give a shared experience for students in the class, it is commonly about variety of language activities. When students write about personal topic, it comes from all of their experience and it has to use past tense and also a teacher will deal with the vocabulary and sentence pattern that the writers will need. With a picture, students will immediately need the appropriate vocabulary, idiom, and sentence structure to discuss what they see. So pictures are valuable in that they provide for the use of a common vocabulary and common language forms. a teacher uses pictures in the classroom provide a stimulating focus for students' attention. Pictures bring

²⁴ Robert Lado, *Language Teaching A scientific approach*,(New Delhi, TATA McGRAW- HILL PUBLISHING CO. LTD, 1986),P.195

the outside world into the classroom in a vividly concrete way. So a picture is a valuable resource as it provides:

1. A shared experiences in the classroom
2. A need for common language forms to use in the classroom
3. A variety of tasks
4. A focus of interest for students²⁵

Jeremy Harmer states that pictures of all kinds can be used in a multiplicity of ways, as following example shows:

1) Drill

For lower level students, it is appropriate using pictures, especially using flash cards. They are particularly useful for drilling grammar items and vocabulary.

2) Communication (games)

They are useful for activities, especially they use in games; such as we can divide class into four groups by different pictures. Then teacher asks one of groups to present the pictures.

3) Understanding

Pictures are easy to understand; such as content word (it is suitable for junior high school) air plain, animals, and things in the classroom.

²⁵ Ann Raimes, *Techniques In Teaching Writing*, (New York: OXFORD University Press, 1983), P. 27-28

4) Ornamentation

Pictures make students interesting and they can be more focus on them

5) Prediction

Pictures can predict whether the subject that they will discuss

6) Discussion

Pictures can stimulate many questions that can make students can discuss about that.²⁶

5. Criteria for Good Picture

A teacher should have ability to convey a good material to students, when teacher teaches them in class, he/ she needs some media to make them easier in understanding the material. Picture is one of visual aids that teacher uses in class while teaching.

According to Andrew Wright, there are some criteria for selecting a good picture for the students, such as:

- a. The aid must be easy to prepare and organize by the teacher
- b. The aid must be interesting for students
- c. The aid must be excellent point of view and sufficient amount of language
- d. The aid must fit in with the best principles of education²⁷

²⁶ Jeremy Harmer, *The Practice Of English Language Teaching Fourth Edition*, P. 178

²⁷ Andrew Wright, *Pictures For Language Learning* (Longman Group Ltd, 1983), P. 03

Based on the explanation above, the criteria of good picture should clear and big enough to see. It is relevant to the topic which is being discussed and appropriated with students' knowledge.

6. The Advantages And Disadvantages Of Using Picture

a. The Advantages of Using Pictures

According to Prof. Dr. H. Asnawir the advantages of using pictures are:

- 1) It is more concrete and realities to improve students' feeling
- 2) It can solve time and room
- 3) It can solve eyes limitation
- 4) It clearer in any aspects, and can be used to all people.²⁸

According to Aan Raimes that for general strategies in using pictures might be useful:

1. Whole- class discussion, it can be generated by many types of pictures, such as poster, textbook picture, magazine.
2. Real communicative tasks can be developed by using in the classroom pictures that the students themselves provide.²⁹

b. The Disadvantages of Using Pictures

- 1) The explanation of teacher that make any differences students' understanding based on the students' skill

²⁸ Prof. Dr. H. Asnawir, *Media Pembelajaran*, (Jakarta Selatan, : Ciputat Press, 2002), P.50

²⁹ Ann Raimes, *Techniques In Teaching Writing*, op.cit., P.28

- 2) They are less perfect, they only describe about sense only that is less to make students understand because there is no body language
- 3) They are only focus on students who sit in front of. In contracts students who sit in the back can not see the pictures. ³⁰

³⁰ Prof. Dr. H. Asnawir, *Media Pembelajaran*, (Jakarta Selatan, : Ciputat Press, 2002), P.51