

CHAPTER II

FRAMEWORKS OF THE THEORIES

A. Teaching

1. Definition of Teaching

Learning is a combination composed of human elements, materials, facilities, equipments, and procedures that influence each other in achieving learning objectives. The key in determining and learning objectives are the needs of students, subjects, and the teacher itself. Based on the needs of students can be determined what is to be achieved, and developed and appreciated (Hamalik, 2005: 76).

Dimiyati in Mudjiono (2000: 297) states that learning is the activity of the teacher programmed in instructional design, to make students learn actively, which emphasizes on providing learning resources. Uno Hamzah (2006: 2) states that learning has the nature of planning or design as an effort to learn students.

From the above opinions it can be concluded that learning is a two-way communication process, carried out by the teacher as an educator, while learning is carried out by students, programmed in instructional design, to make students learn actively and achieve goals.

2. Teaching Strategies

Teaching is an activity, which is integrated one to each other. Teaching gives support to learning activities. According to Brown (2007:7) teaching shows or helps someone to learn how to do something. Giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

While karo – karo (1975:10) in Ibad book (2015:15) states that teaching is a process of transferring the material of someone to another in order to absorb, master then develop the material including skill, knowledge or sciences. In line with the definitions above, Brumfit (1979:5) also defines that teaching is an activity that is performed directly or indirectly by human beings on human

beings. To make the teaching more successful, the teacher has a strategy in teaching.

According to J.R. David in Wina book (2002:61), strategy is planning a series of activities designed to achieve certain goals, while the methods are the way that the teachers use to implement and execute the strategy. Strategies and teaching can never be separated due to be designed in accordance with the objectives to be achieved.

Kindsvatter (1996:289) indicates that teaching strategy is a general approach of teachers in giving the students the certain instruction in the form of teaching and learning activities. So, teaching strategy can be defined as a plan that contains a series activities design to achieve specific educational goals. Teaching strategy are procedures used by the teacher which serve as a way of reaching a goal (Suryobroto, 2002) cited in fatty book (2013:40).

Based on the explanation above can be device a main points, that is a teaching strategy is a plan of action (series events), including the use of methods and utilization of various resources strength in learning. This strategy designs to achieve a certain goal. So, the direction of all decision is the achievement of strategy thus prepare in learning steps, the use various facilities and learning resource are all directed in an effort to achieve the goal.

3. Media in Teaching

Media undoubtedly always facilitates the tasks of language learning both instructs and non-instructs learners as a tool for language learning or teaching (Brinton : 2001) . The use of media is needed to ensure an effective communication in order to improve the quality of instruction. However, media offer some positive contributions toward the teaching and learning process.

According to Smaldine, et al (2005) media can be defined as a mean of communication and sources of information. Derived from Latin medium, “between,” the term refers to anything that carries information between a source and a receiver for example video, television, diagrams, printed material, computer program, and instruction. Media provide message with an instructional purpose.

Another definition of media is proposed by Heinich in Arsyad (2002:4). He states that media act as mediator that transmit information from resource to receiver.

From the explanation above, media can be defined as the aids or equipment that can help the learning process run well.

4. Function of Media in Learning

As a tool in the learning process, the media have several functions. According to Nana Sudjana in Syaiful Bahri and Aswan Zain (2010: 134) formulates:

1. The use of media in teaching and learning is not as an additional function, but has its own function as a tool for realize effective teaching and learning situations.
2. The use of media is an integral part of the whole teaching situation.
3. Media in teaching has a goal about the lesson.
4. The use of media in teaching is not merely an entertainment tool, it is used merely to complete the learning process in order more attractive to students.
5. The use of media in teaching is preferred for help students in capture the understanding given by the teacher.

The use of media in teaching is prioritized to enhance quality of teaching and learning.

B. Vocabulary

1. Definition of Vocabulary

There are several definition of vocabulary states by some expert. According to Van Gobel (2013), vocabulary is the knowledge of words and word meaning. It means that vocabulary is not only knowing about the words but also the meaning. The definition of vocabulary is also states by another expert. Hornby (1995: 959) states that vocabulary is the total number of words which make a language.

Nunan (1991:117) states that Vocabulary is a list or collection of words to a person both actively and passively in speaking. By active vocabulary, it is

related to person's knowledge of words used actively in speaking and writing. By passive, it deals with the use in this passive language, that is listening and reading.

Another definition of vocabulary states by Hatch and Brown (1995: 1) say vocabulary can be defined as a list or set of words for a particular language or a list or set of words that might use by individual speakers of language.

Camerron (2001: 75) states Vocabulary is one of the language aspect which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. Someone must know the word if they can recognize its meaning when they see it.

Based on the definition above, it can be concluded that vocabulary is a list or set of words which make a language and each of word has a meaning. So in order to be able speak, write and listen in English we must learn vocabulary and understand the meaning first. Because if we don't know some word in English we may not be able to deliver our opinion or ideas that we have in our mind.

2. Aspect of Vocabulary

According to Ur (1996: 60-62), there are some aspects of vocabulary that should be mastered by students as follows:

a. Pronunciation and Spelling

The students have to know what a word sounds like (its' pronunciation) and what it looks like (its spelling).

b. Grammar

The grammatical rules should be understood by student when they learn a set of new words.

c. Meaning

The meaning of words is primarily what is refers to in the real world, its denotation. A less obvious component of the meaning of an item it is connotation: the association, or positive or negative feeling it evokes, which may not be indicated in a dictionary definition. A more subtle aspect of meaning that often needs to be taught is whether particular item is the appropriate one to use in a certain context or not.

Hacth (1995:373-390) states that there are five essential steps in vocabulary learning:

a. Encountering new words

The first essential step for vocabulary learning is encountering new word from various sources. Encountering words are more effective when the students work with interactive and interesting material. The number of times that a word is encountered also affect whether its' learned.

b. Getting the word form

The important of getting the word form appears when students are asks to give definitions for words. Beginning students are likely to make mistakes that are related to confusions of the form of other words.

c. Getting the word meaning

The specificity of the meaning that students need seems to vary. The level of distinction that must be make in word definition seems commit vary both with the requirement of the task or situation, and also with the level of students. One vary popular way in incidental learning for students to get the meaning of words is through context.

d. Consolidation

Interesting vocabulary learning can strengthen the form meaning connection. There are four strategies: (1) creating mental linkages, (2) applying images and sound, (3) reviewing well, (4) employing actions.

e. Using word

The final step in learning word is using the words. Usages provides a mild guarantee that word and meanings will not fade from memory once they are learned.

Based on the sentence above, there are three important aspects that students must master in their vocabulary, namely pronunciation and spelling, grammar and meaning. And there are several steps in vocabulary learning, namely, meeting new words, knowing the meaning of new words, and using the words.

3. The Importance of Vocabulary

The vocabulary knowledge is very important in four skills of English learning. All of these aspects will face the words in use. The vocabulary is very important to use in constructing the sentences and communicating. So to be able to use English, the teacher has to prepare the students to have plenty vocabularies knowledge as states by Chastain (1975).

Harmer states (2002: 2), the challenges are making the correct connections, understanding the foreign language between the form and the meaning of words, and discriminating the meanings of closely related words.

Vocabulary is central to language and of critical importance to the typical language learner. Lack of vocabulary knowledge will result in lack of meaningful communication. The main benefits that can be obtained from all learning strategies is autonomy; students can take charge of their own learning and gain independence and self-direction. He believes that a large amount of vocabulary can be acquired with the help of vocabulary learning strategies and that the strategies proved useful for students of different language levels (Nation, 2001:222).

4. Classification of Vocabulary

Vocabulary can be classified into some categories or kinds. Sheperd (1980:1) divides vocabulary into two kinds, namely receptive vocabulary and expressive vocabulary (productive vocabulary). He defines receptive vocabulary as the word known when the learner listens or reads. Receptive vocabulary is also considered as passive process since the learner only receives thought from others. In language application, the receptive vocabulary is regarded as the basic vocabulary. Later, expressive vocabulary is defined as “the word used when the learner speaks and writes”. Therefore, the expressive vocabulary can be addressed as an active process because the learner produces or expresses thought to others.

Generally, receptive vocabulary is much larger than expressive vocabulary because there are many word recognized when the learner hears or reads but do not use when he speaks or writes.

Vocabulary can also be classified into general vocabulary and specialized vocabulary. General vocabulary consists of words that are applied in various activities daily life. Specialized vocabulary arises from particular circumstances of life and work such as doctor, pilot, engineer, and so on that must be specialized in order to be able to run their jobs or duties appropriately.

Finally, Tarigan (1988) categorizes the basic vocabulary which commonly used into seven types as follows:

1. Kindship, for example: child, son, father, uncle, nephew, etc.
2. Part of body, for example: hand, eye, head, leg, nose, etc.
3. Pronoun, for example: I, she, he, it, they, we, etc.
4. Numerical, for example: one, two, three, sixteen, forty, one hundred, etc.
5. Verbs, for example: eat, play, go, sit, walk, etc.
6. Adjectives, for example: beautiful, good, clever, bad, clean, etc.
7. Universal matter, for example: table, chair, bed, picture, door.

5. Vocabulary Mastery

Vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing and reading besides grammar. A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she has enough vocabulary and has a capability of using it accurately.

According to Collier (1971: 1), when a student masters the fundamental grammatical pattern of language, his next task is to master its vocabulary, or at least that of its vocabulary that he need. It is obvious that vocabulary is very important in learning a language especially English, because the English vocabulary is extremely large and varies as well.

Burton (1982: 98) states that without a large vocabulary, it is impossible to use English language precisely and vividly. While, Coulson et al (1987: 1050) define that mastery is skill, use, or knowledge. It means mastery is the ability to use one of knowledge.

Hornby (1995: 721) states that mastery is complete knowledge or great skill. Therefore, it is highly essential for English teachers to help their students in mastering vocabulary.

C. Teaching and Learning Vocabulary

1. Teaching Vocabulary

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only takes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

Vocabulary is a central of English language acquisition, as according to Celce and Murcia (2001. p: 285) vocabulary learning is a central to language acquisition whether the language is first, second, or foreign.

According to Hornby (1995. p: 125), “teaching” is defined as giving instruction to somebody’s knowledge, skill, etc. Based on that explanation, teaching vocabulary is an activity where the teacher gives the students’ knowledge about vocabulary and how to use it in daily life.

Harmer (2001: 155) gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

a. Demonstration

The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

b. Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

c. Discovery

The students can be encouraged to understand new language form by discovering them in a text or by looking at grammatical evidence in order to work out a grammar rule.

d. Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

e. Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

2. Learning Vocabulary

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as states in Thornbury (2002), “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”

Moreover, learning vocabulary of foreign language presents the learner with several challenges. As states in Harmer (2002: 2), the challenges are making the correct connections, understanding the foreign language between the form and the meaning of words, and discriminating the meanings of closely related words.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Thornbury (2002: 2) states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

D. Card Sort

1. Definition of the Card Sort

Card sort is one method of active learning contained in 101 books written by The Active Learning (Silberman: 2006). Card sort is a technique to get

student involve and arouse their interest in the topic and make student active in learning process.

According to Raisul Muttaqin (2006) the Card Sort learning strategy is a collaborative activity that can be used to teach concepts, classification characteristics, facts about objects, or assess information. Physical movement in it can help students get rid of boredom.

According to Silberman (2011) besides that, the visual dimension of card sort learning strategies also involves two hemispheres namely the left brain (cognition) that can remember information and the right brain (emotion) students feel happy with the card sort learning strategy.

According to Fatah Yasin (2008), card sort is a strategy used by educators with the intention of inviting students to discover concepts and facts through the classification of material discussed in learning.

Card sort learning strategies using card media in learning practices will help students understand the lessons and foster their interest in learning, because in applying the card sort learning strategy the teacher only acts as a facilitator who facilitates his students in learning, while students learn actively with facilities and direction from the teacher, so that what is active here is not the teacher but the students themselves who must be active in learning.

2. Function of the Card Sort

The purpose of card sort learning strategy is to strengthen the memory or recollect the subject that students have learned and activate each individual while building group collaboration in learning. So students can understand and remember the lessons given. The things that must be considered in the procedure of using the Card Sort learning strategy include:

- a. Don't give the serial numbers
- b. The cards are make in the same size
- c. Don't give any "code marks" on the cards
- d. The cards consist of "several topics" and are make in large numbers or according to the number of students.

- e. The material written on the cards has been taught and has been studied by students. This method can activate students who are fatigued. The method can be used to enable students to learn material that is conceptual, characteristic, classified, factual, and reviews material.

3. Procedure of Card Sort

There are some procedures to do the card sort, according to Dedi Wahyudi, the implementation of the strategy Card Sort learning is done by steps, as following:

- a. The first step, the teacher distributes a card to each student and on the card a material has been written.
- b. The second step, students are asked to find friends (card holders) in accordance with the vocabulary on the card for one group
- c. The third step, students will group in one vocabulary / problem each
- d. The fourth step, students are asked to paste on the board the written discussion on the card based on the order of the discussion held by the group.
- e. The fifth step, a student holding a card from each group to explain and at the same time check the correctness of the order
- f. The sixth step, for students who find the wrong group according to the language or subject matter, then be given a penalty by looking for the title of the material or material in accordance with the card held.
- g. The seventh step, the teacher gives an explanation / comment of the game.

According to Melvin L. Silberman, the variations in card sort learning strategies are:

- a. Ask each group to make a teaching presentation about the category.
- b. At the beginning of the activity, form a team. Give each team one card. Make sure they shuffle so that the categories that match them are not clear where they are. Have each team sort the cards into categories. Each team can get a score for the number of cards chosen correctly.

4. Advantages and Disadvantages of Card Sort

According to Silberman (2009: 151) there are some advantages and disadvantages in doing this research.

a. Advantages

Card sort is able to review the material given effectively. Card sort is able to test the knowledge and ability of the student well. Card sort can give some energy in boring class.

b. Disadvantages

The class will be noisy, so it needs to be monitored intensively. Confusion in the activity inside. Consuming time.

E. Previous Study

In order to make this research valid, the researcher takes two previous research to support the research. First, it is the research conducted by Dewi Nur Halimah (2017), entitled Improving the Students' Vocabulary Mastery by Using Story Telling (A Classroom Action Research at the Seventh Grade of SMP Ta'mirul Islam Surakarta in the Academic Year of 2016/2017).

Second, it is a research conducted by Dewi Lestari (2010), entitled Improving Students' Vocabulary Mastery by Using Pictures and Songs (A Classroom Action Research in Class B Tk Dharma Wania Puhpelem, Wonogiri in 2009/2010 Academic Year)

There are some similarities and differences of the research between the researcher and the other researcher. The similarity between the first and second previous study are the researcher and other researchers are using classroom action research to the subjects of the research. And the focus of the research is students' vocabulary mastery

The differences between the researcher and other researchers that Dewi Nur Halimah use storytelling, the subject is Seventh grade student at SMP Ta'mirul Islam, Surakarta and Dewi Lestari use pictures and songs, the subject is the kindergarten student at TK Dharma Wania Puhpelem, Wonogiri. While the researcher in this research use card sort as a media for teaching, and the subject is Eighth grade of Bina Prestasi Cemerlang Pondok Kelapa.

F. Conceptual Frameworks

Based on the literature review, vocabulary is one of the component in language learning that must be mastered. Vocabulary is a list or set of words which make a language and each of word has a meaning. So in order to be able speak, write and listen in English we must learn vocabulary and understand the meaning first. Without vocabulary, we cannot attain the four macro skills in English, such as listening, reading, writing and speaking.

This conceptual framework aims to focus this research on the problem. As mentioned above, students must master vocabulary. Students must know how to use, pronounce, spell, and know the meaning of each word. But in fact students often face difficulties in learning it. That's because the teaching and learning process is monotonous. Therefore, it is not surprising that students face difficulties in mastering vocabulary.

There are several aspects that students find in mastering vocabulary that are meaning, usage, spelling, and pronunciation. Students have difficulty in meaning, and student sometimes face difficulty to use some word, it can be said that if they have difficulty identifying the use of words then they are confused to distinguish the types of words used in sentences.

For students, remembering new words is difficult, that is why interactive teaching is very helpful. The teacher must be creative to find methods with entertaining media. Using media can help students relax and remember things faster and better. In this case the media used by researchers is card sort. Card sort itself is a method of grouping several types of words according to their respective categories. This method is a method used to review material that has been learned.

From the discussion above, the researcher will use card sort to review the vocabulary. The vocabularies consist of several categories that have been selected by researchers. By using media card sort students are expected to be more active and can understand vocabulary.