

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Definition of Vocabulary Mastery

One of the important elements in language that cannot be separated from learning English is vocabulary. It is hard to master the four language skills without mastering or understanding a number of vocabularies because it is fundamental in language learning.

As Cambridge Advanced Learner's Dictionary, there is two definitions of vocabulary:

- a. All the words are known and used by a particular person
- b. All the words which exist in a particular language or subject

While, Hiebert and Kamil (2005:3) said, "vocabulary is the knowledge of the meaning of words". Learning vocabulary aims to find and understand the meaning of certain words in the language used. It refers to the words that we know to communicate effectively. In addition, McCarthy (2010:1) also defines that component of all uses of the English language. When the learners acquaint new vocabulary, they must know the meanings of words. From the definition above, that vocabulary is the most important part of the language. In learning a language, it is better to know as much vocabulary as possible, if the vocabulary knowledge is rich the

communication will also good both in spoken or written. Furthermore, it also covers a huge aspect of language, it is not only just about the meaning of words but also vocabulary is the media to express the idea and it can be understood by the context.

2. The Importance of Vocabulary Mastery

Vocabulary study is one element of the language that should be learned and taught, it will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching another aspect of language. As explained by Richards and Renandya (2002: 255), “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write”. So, by having a high vocabulary, it can help the students learn four basic skills of English are speaking, listening, reading, writing in certain purposes. Without an extension vocabulary, learners often achieve less than their potential and discourage from making language use in language learning opportunities around them in a different context. The importance of vocabulary can be evidenced by the application in the real world.

An example, students who have good vocabulary mastery can be enjoying with their translation activity without look up the dictionary. Thus, it's necessary for students to know many vocabularies in their study. Nation (2001: 9) explored “Studies of native speakers’ vocabulary seem to

suggest that second language learners need to know very large numbers of words. While this may be useful in the long term, it is not an essential short-term goal". The benefit of vocabulary study is not only can be used when they learn at the classroom but also when they use language as a tool of communication.

On the other hand, the existence of vocabulary also has an important role in any language event, especially in written language. This statement is supported by Hayes, Wolfer, Wolfe 1996 in Hiebert and Kamil (2005: 1) that the vocabulary of a written language is much more extensive and diverse than the vocabulary of oral language". In addition, Hiebert and Kamil, (2005: 1) explored "Words represent complex and, often, multiple meaning. Furthermore, this complex, multiple meanings of words need to be understood in the context of other words in the sentences and paragraph of text". It can be summarized that any language in this world has a vocabulary which is different meaning from one and others. In learning a foreign language, vocabulary is central to English language teaching because, without sufficient vocabulary, the students can't understand others or express their own ideas. Wilkins summed up the importance of vocabulary "without grammar very little can be conveyed, without vocabulary, nothing can be conveyed (Thornbury, 2002: 13). Means that a language will not be formed without vocabulary. It is a success key and important role in learning language, especially for English Foreign

Language (EFL) learners. By having vocabulary mastery, they can express their feeling. Without it, communication is very impossible can occur either written or orally. Yet, communication still can be managed without grammar.

From the statements, the researcher records that learning vocabulary has many benefits for students. The role of vocabulary can help the students in understanding what they are studying. Lacking vocabulary mastery will cause difficulties in understanding the meaning. Instead, it will affect their vocabulary achievement. Thus, vocabulary is very important to be studied by the students, especially for the English Foreign Language (EFL).

3. Kinds of vocabulary

There are many kinds of vocabulary according to some experts. Harmer (1991:150) distinguishes two kinds of vocabulary. The first kind of vocabulary refers to the stock of words which have been taught by the teacher or learned by the students and which are expected to be able to use. While the second term refers to the words of which the students will recognize when they meet them, but of which they will probably not be able to pronounce.

According to Nation (2001:24), there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary

refers to the words that native speakers and foreign learners recognize and understand but hardly ever use. It is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. Listening vocabulary is generally larger than speaking vocabulary while reading vocabulary is relatively larger than writing vocabulary. In relation to kinds of vocabulary, Nation (2008:13-14) states that there are four kinds of vocabulary in the text:

1) High-frequency words.

These words are almost 80% of the running words in the text;

2) Academic words.

Typically, these words make up about 9% of the running words in the text;

3) Technical words.

These words make up about 5% of the running words in the text;

4) Low-frequency words.

These are the words of moderate frequency that did not manage to get into the high-frequency list. They make up over 5% of the words in an academic text.

Meanwhile, in Collins Cobuild Dictionary (2006) states that mastery is learning or understanding something completely and having no difficulty in using it. Mastery is also defined as the complete control of knowledge (Cambridge Advanced Dictionary). From these

definitions, it comes to the conclusion that mastery means the competency to understand and apply something learned. Seeing the explanation, vocabulary mastery is always being an essential part of English. Supported by Lewis and Hill (1990:12), vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting appropriate use of it). So, it can be said as a complete skill to understand the stock of words and the meaning of a particular language.

From the explanations above, it can be concluded that vocabulary can be presented in four units. They are listening to vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening to vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

4. Teaching Vocabulary

Nation (2008:5) states that teaching vocabulary is among the least important of the teacher's job. In this case, teachers teach the students to know the meaning of a word based on the context. There are several reasons for this. First, there are many words that have to be learned. Second, learning word is a cumulative process that requires meeting words. Third, teaching words need to limit in scope. Finally, knowing words well involves knowing a range of aspects of a word, including the meaning, form, and use. The same line with Nation, Ur (1996: 67) proposes some explanations about teaching vocabulary as follow:

- a. The words are clearly, easily and comprehensible meaning.
 - b. The items can be linked with each other, or with ones already known, through meaning or sound association.
 - c. Teaching vocabulary is separated and space session.
- 1) Teaching technique, method and approach
 - A. Teaching technique on vocabulary

Scott Thornbury (2002) states that in teaching vocabulary, there are many ways which can be used by the teacher in presenting material, they are:

a. Translation

The translation is the easiest ways to teach vocabulary in order to improve the meaning of difficult words

b. Explanation

It is the ways by which the teacher has level the words to the students explain them.

c. Synonym

The teachers give words which have the same type and the same general meaning.

d. Antonym

The teachers give words which have a different meaning.

e. Showing the real objects

The teacher shows a picture and explains to them about what happened in the pictures or things that are in the pictures.

From the explanation above showing the real object is the best way of teaching vocabulary, the researcher applies the teaching media by using Claymation video that can be used to teaching vocabulary in an easy way. Teaching English vocabulary using Claymation is an easy way and enjoyable to enrich students' vocabulary.

B. Method

It is important to know the definition of teaching and learning process since it will become advantages to build a necessary strategy for it (Wijaya et.al 2012). Another expert defined teaching as any activity of the person to show or to help others how to do something in order to know or to understand the given instruction and to guide the knowledge (Brown,2007:46). It means that teaching-learning not only the teacher sends the information to the students, and the students directly know the teacher information, but also all of them need a process to receive the information and understanding the material. Another definition is teaching is not only about transfer the knowledge but also to help students respond to their environment in an effective way (Wijaya et.al 2012).

Based on the problem of this research, the researcher takes pre-experimental, one group pretest and post-test design wherein this method there was no control group but this method gave systematic information of the subject achievement before and after the treatment. In this design, the researcher decided to investigate the effectiveness of using claymation video on students' vocabulary mastery at eight grade of junior high school. Arikunto (2006:85) states that "pre-experimental study is a research procedure that has no control group which the most commonly used in the pre-experimental study is pre-test and post-test".

C. Approaches to Vocabulary Instruction

According to (Herman and Dole,1988) indicates that the following three approaches are of the most important ones:

1. Definitional Approach

Most of the foreign language teachers all over the world tend to use the traditional approach to vocabulary instruction, such approach requires students to learn words' definitions, either by drilling or by looking words up in a dictionary (Manzo & Sherk, 1972; Petty, Herold, & Stoll, 1968 as cited in. Herman & Dole, 1988). This approach has the following two advantages: first, a large number of words can be covered. And second, learning a definition is not very time-consuming. According to (e.g., Kameenui, Carnine, & Freschi, 1982) Teaching students only definitions of difficult words before they read a selection has improved the comprehension of that selection in some studies. Another statement said, "Teachers must consider the relationship between the tobe- learned the word and the concept it represents in order to use the definitional approach more effectively" (see Graves, 1984; Jenkins & Dixon, 1983). To judge how effective the definitional approach requires us to find out how much knowledge readers have about a certain topic.

Using only this definition, could students write the word in a sentence that clearly demonstrates its meaning, write specific examples of contexts where the word can be used or explain how heterodyne is similar to but different from descriptions of other frequencies? When the definitional

approach alone is used to teach such a word, most students fail to understand the word because they do not understand the underlying concept, nor do they know how it is like and unlike other closely related words or concepts (see Graves, 1984). The usefulness of the definitional approach also depends on how much knowledge readers need to have a word in relation to a particular reading task (Mezynski, 1983). Some researchers believe that even partial knowledge may be useful if it provides a base for learning more about a word in future encounters (Beck & McKeown, 1985; Nagy & Herman, 1985, 1987).

2. Contextual Approach

A contextual approach is designed to teach the meanings of new vocabulary by encouraging students to study the context of surrounding words (Kuhali:2017). There were two kinds of contexts (Beck, McKeown, & McCaslin, 1983). The first type of context can be labeled as pedagogical or instructional. This context refers to sentences specifically written to introduce the meanings of words.

A second type, natural contexts, refer to text sentences written to communicate ideas and not to teach word meanings specifically. According to (Kuhali:2017) An underlying assumption of the contextual approach is that students already possess some knowledge relevant to the topic of the text in which an unknown word is embedded. Students are then expected to reason from this knowledge to figure out a meaning for the word. Needless to say, if students do not possess appropriate

background knowledge, they will profit little from this method. Instructing students about how they can use context to reveal some or all of the meaning of a word is important in view of the fact that children learn most words incidentally rather than through any formal instruction (Jenkins & Dixon, 1983; Nagy et al., 1985a, 1985b; Sternberg, 1987). If students could be taught to reason effectively about the meaning of a word from its context, their vocabulary knowledge might increase, especially the vocabularies of students who frequently read for recreation (Nagy & Herman, 1985).

3. Conceptual Approach

The goal of the conceptual approach to vocabulary instruction is to develop extensive knowledge of a word, which leads to a thorough understanding of the word-how the word is similar to and different from related concepts and how the word is used in a variety of situations (Kuhali:2017). The key of teacher implement in conceptual approach is having students understand a concept at a personal level and then understand its relations to similar concepts (Blachowicz, 1986; Carr & Wixson, 1986; Thelen, 1986). Following are a series of activities that demonstrate a conceptual approach to teaching a word:

1. The teacher begins with what students already know.
2. The teacher connects new information to what students already know.
3. The teacher leads a discussion that centers on how the new concept is like and unlike related, known concept.

4. Teacher draws together experiences and discussions into a visual display.

From the explanation above the conceptual approach chosen by the researcher because it is the best way in teaching vocabulary, used conceptual approach the students can understand the new information especially in vocabulary, the visual display will help the students understanding the new vocabulary. The researcher applies the teaching media by using Claymation video as a visual display when the researcher teach the new vocabulary to the students.

D. Claymation Video

Claymation video is clay-animation actually have same meanings with stop-animation. Claymation video is instead of a written paper or essay, the deliverable of a group project can be a video uploaded to YouTube created by the group using modeling clay and a stop-motion video app on their smartphones (Kevin Yee, 2018).

1. Advantages of Claymation Video

According to Agina (2003) cited the following advantages of animation as a tool of education and training:

- a. Skill and ability Improvement; the interactive animation takes less time to teach students complex things and makes them enjoy more to learn difficult things. Using an interactive animation will solve the problem of imagination-skill in education and training. Furthermore, computer animation improves the skills and abilities of instructors

because they will be able to improve and change their way of teaching to be better.

- b. Interactivity; interactivity is a mutual action between the learner, learning system, and learning material. Learners will be faster to learn and have better attitudes toward learning when using interactive animation especially if the other techniques like audio and video are used.
- c. Engagement; interactive learning with live-action animation, simulation, video, audio, graphics, feedback, expert advice, and questions and answers keep learners interested and reinforces skills. Through continual practice, learning is absorbed and integrated into daily performance.
- d. Motivation; since the animation is inspired and interactive way for flexible education and training, learners will be more motivated to learn more and more. Learners will get more skills, which is the main reason to make them more motivated.

2. Disadvantages of Claymation Video

According to Farizawati (2017), there is 2 disadvantages animation video:

- a. Distracts the learner to watch the cartoon repeatedly. Watching the animation to teach vocabulary have to consider students' interest in the

animation itself. The animation is a funny, an interesting video that stimulates students' attention. It will be a hard way to determine or know students attention to watch cartoon only or pay attention to learning materials from the animation video.

- b. To make animation video, writers should mastery of computer programs like mastery of Macromedia flash as a tool to make animation, etc.

E. Previous study

Here are some previous studies which will be a guideline for the researcher in conducting the research. The first study was conducted by Ika Devi from Sebelas Maret Universitas Surakarta (2012), entitled “ Animation Video to Improve Students' Vocabulary Mastery (students of sixth grade in MIN Nglungge)”. this study used an action research method and focus on improving students' vocabulary mastery by using animation video. This study found the used of animation video can improve the students' vocabulary mastery. The students can be easier in grasping the meaning of students' vocabulary mastery in various words. Using animation video makes vocabulary activities more enjoyable and interesting.

The second study was conducted by Ahsin Fahmi Mubarak et.al (2016) undertakes a study “The Effect of Using Animation Video on The Eight Grade Students' Vocabulary Achievement at SMPN 5 Jember” this study applied quasi-experimental design with non-equivalent group post-test only design and focus on the significant effect of using animation video o

students' vocabulary achievement.. this study found that the used of animation video as teaching media is effective media to teach vocabulary. It means that the students who were taught vocabulary by using animation video in the experimental group got better vocabulary scores. By using animation video can motivated students' passion for learning English.

The second previous study has a similar subject to this research, which is a used junior high school. The previous study conducted the research at seventh grade at MTS TPI Sawit Seberang by Rina Husnifa (2017). both of previous studies is to improve vocabulary mastery. The differences of this study with the previous studies above are this study using animation picture for teaching media and this research used classroom action research design. The purpose of the research is to improve students' vocabulary using an animation picture.

Evy Febri Artanti (2015) undertakes a study to investigate improving vocabulary mastery using animation video. This study conducted at fifth grade of SDN Jatisobo 02. The result of this study after conducting animation video the students' have a better score. The result showed the improvement of the students' achievement before and after the action in Cycle 1 and Cycle 2. The students' mean score in the pre-test is 63.6. The students' mean score in the post-test 1 is 71.7 and the students' mean score in the post-test 2 is 79.5, which the last mean score is higher than KKM which is 65.00. It means that there was an improvement between the students' vocabulary mastery before and after the action research. The action research findings showed “the used

of animation video can improve the students' vocabulary mastery and the classroom condition".

Azmy Yulistianing Ardha (2015) undertakes a study to investigate the use of animation video in improving the vocabulary of the second grade of SMP Negeri 6 Watampone. This study used pre-experimental research as the research methods to solve the students' English vocabulary. The result of this study is there was a significant difference between pre-test and post-test. Using animation video as the media of teaching-learning can improve and make the students more interest to learn vocabulary.

The previous studies above mentioned the used of animation video with various activities in teaching English. The researcher is interested in the implementation of animation video as teaching media. One of them used technology to make the students' interesting in learning English vocabulary. The result of the study was effective to improve vocabulary mastery. In this research, the researcher would investigate the effectiveness of using claymation video to improve the students' vocabulary mastery at eight grade of junior high school.