

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents review of related literature used in this study. Those are: definition of vocabulary, kinds of vocabulary, types of vocabulary, teaching vocabulary, the principles of teaching vocabulary, testing vocabulary, definition of media, kinds of media, the function of teaching media, stop motion animation, and previous study.

A. Vocabulary

1. Definition of vocabulary

In some literature, there are some definition of vocabulary. According to Horny (1995) as cited in Alqahtani (2015: 24-25) defines “Vocabulary as the total number of words in a language; vocabulary is a list of words with their meaning”. In addition, Alqahtani (2015: 25) had state that “Vocabulary is the total number of words that are needed to communicate ideas and express the speakers’ meaning”. Awad (2013 :19) defines Vocabulary as group of words or phrases that form a language”. Then the researcher conclude that vocabulary is a list of words in language that useful to express the meaning.

Vocabulary is important because people or even english foreign learners can speak and have conversation using some vocabularies that arrange using English structure. Therefore, teaching vocabulary is important in language teaching. Nunan (1999: 103), states “In recent year

the teaching of vocabulary has assumed its rightful place as fundamentally important aspect of language development". Vocabulary should be taught in memorable way so that it becomes easier for the learners to memorize the words. At last, those words will be useful for learners in communication. As Susanto (2017: 185) states "Vocabulary mastery is needed to express our ideas and to be able to understand other people's saying". Vocabulary becomes central to English language teaching, because without sufficient vocabulary students can not understand others or express their own ideas.

Mastering vocabulary is useful to support achievement of four skills. Without vocabulary we can not listen, read, write and speaking well. Besides, we can not understand about the meaning of the words we met. According to Awad (2013: 4), "Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills".

From the definition above, the researcher concludes that vocabulary is a list of words which is very important to build four skills. Vocabulary is an important component in language. In learning language, it is better to know much of vocabulary. If students have rich vocabulary knowledge, they will have good ability in communication both in spoken or written. Vocabulary is a media to express the idea that will be understood by the context.

2. Kinds of Vocabulary

Nation (2001: 11) distinguish four kinds of vocabulary in the text: high frequency word academic words, technical words and low frequency words.

a. High Frequency Words

High Frequency Words are vocabulary which has mostly appear in the text. The appearance is about 80% up to 90% from overall the text. For the example are do, make, say, live that can be ensured appear in the text. Almost 80% of the running words in the text are high frequency words. In short, High Frequency Words can be found in written and spoken text easily. Students are familiar with those words.

b. Academic Words

Academic Words are vocabulary which generally appear in scientific or academic text. Nation (2001: 12) revealed “The text is from academic text: policy, phase, adjusted, sustained”. Typically those words make up about 9% of the running words in the text. Academic words can help students to understand the scientific text. Then, the vocabulary is very important for someone who use English for academic purposes.

c. Technical Words

Technical Words are vocabulary which has special meaning that are very close related to the topic and subject area that are studied. Those words can be found in particular area such as economics, electronics geography. People who know these words are people who have

knowledge on those area than others. The amount of this word is more than 1000 in dictionary.

d. Low Frequency Words

Low Frequency Words are the vocabulary which are rarely used in English. The example of the words are zoned, pioneering perpetuity, aired and pastoral. The usage of these words are limited, it's only 5% of the overall vocabulary in the text. Low Frequency Words are the group of word that we rarely met, because it does not include in high frequency words, academic words or even technical words.

Thornburry (2002: 15) stated that there are two kinds of vocabulary, they are:

a. Receptive Vocabulary

Receptive vocabulary refer to the words which learners know when they listen and read or the words they know when learners receive from another. Receptive vocabulary can called as passive vocabulary.

b. Productive Vocabulary

Productive vocabulary refers to the words which learners use when they speak or write. This vocabulary can be called as active vocabulary.

3. Types of vocabulary

According to Johnson (2008: 93), there are different types of vocabulary. Those are listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary.

a. Listening Vocabulary

Listening vocabulary is all the words that can be recognized when listening to speech. It is the words we hear and understand, commonly referred to as words people know. This is the largest of our vocabulary.

b. Speaking Vocabulary

Speaking vocabulary is all the words which can be used in speech. It is the words we use in conversation.

c. Reading Vocabulary

Reading vocabulary is all the words that can be recognized when reading a text. This is generally the largest type of vocabulary because the reader tends to be exposed to more words by reading than by listening to someone speak.

d. Writing Vocabulary

Writing vocabulary is all the words that can be employed in writing. Many written words do not commonly appear in speech, the writers generally use a limited set of words when communicating.

4. Teaching Vocabulary

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language (Alqahtani, 2015 :24). When teaching and learning activity, problems will appear to the teacher. The teacher should prepare and choose appropriate techniques which will be implemented to the students. A good teacher should prepare him/herself with any kinds and up-to-date techniques. Teacher should be concerned that teaching

vocabulary is something difficult for English foreign learners. Because we know that they are non native speaker of English.

Teaching vocabulary for English foreign learners need an extra work, it is not easy to do. The English teacher had better teach vocabulary first than other elements or skills of language. If students have rich of vocabulary, it will easy for them to learn another aspects of English language.

Teaching vocabulary is an activity to acquire new words to improve the language. Teacher should consider how to present vocabulary in the class. The teacher should know what vocabulary must be presented and how much vocabulary to present. Based on Thornbury (2002: 75), this will depend on the following factors:

- a. The level of the learners. The teacher should know the level of students whether they are beginner, intermediate and advanced.
- b. The learners likely familiarity with the words. The learners may have met the words before even though they are not part of their active vocabulary.
- c. The difficulty of the items. The teacher should know whether the words is difficult to pronounce or difficult to find the concrete meaning for students.
- d. The teachability. The teacher should know whether the words are easy to explained or demonstrated.

- e. Items are being learned for production (in speaking and writing) or for recognition (in reading and listening).

5. The Principles of Teaching Vocabulary

According to Nation (2001: 384), there are three principles of teaching vocabulary, those are:

- a. Content and Sequencing. Means that the principle concern on what vocabulary is focused on and how it is divided into stages.
- b. Format and Presentation. Means that the principle focus on how the vocabulary is taught and learned. This is the most visible aspect of course design and involves the general approach to vocabulary teaching, the selection of the teaching and learning techniques, and their arrangement into a lesson plan.
- c. Monitoring and Assessment. Means that the principle focus on how learning is measured. The function of monitoring and assessments are to test the learners to know what vocabulary they need to focus on.

6. Testing Vocabulary

A good knowledge of English vocabulary is important for everyone who wants to use the language. So, the knowledge of vocabulary must be tested. This is the way to know how far are students understanding the vocabulary. The purpose of testing vocabulary is that for measuring the comprehension and production of word use. According to Thornbury (2002: 132) there are some technique for testing vocabulary.

1. Multiple choice

Multiple choice test is the popular way of testing in that area easy to score (a computer can do it), but they are quite difficult to design. We can use it either for testing single words, words in sentences or in the text. This test is not testing the ability to produce the word.

2. Gap-fill

Gap-fill test require students to recall the word from memory in order to complete a sentence or text. This test is testing the ability to produce a word rather than simply recognise it.

3. Writing sentences

Writing sentences seem to be interesting test. In this test, students just write sentences of their own that show the meaning of targeted words. But, this test is difficult to assess.

4. Writing a whole text

This test set students the task of writing a whole text includes the selected vocabulary items. This is feasible only if the words themselves are likely to co-occur.

In addition, Nation (2001: 344) state there are many different kinds of vocabulary test item, those are:

1. A 1,000 word level true/false test

This test is required the teacher to prepare a set of statement from the text or listening activity that have been present before . Then, students have to write T if the sentence is true, write N if it is not true

and write X if the students do not understand the sentence. This test typically used for testing reading or listening, however, it can have much wider usage. The example of this test is bellow:

1. We cut time into minutes, hours and days. ___
2. Some children call their mother Mama. ___
3. All the world is under water. ___
4. When you keep asking, you ask once. ___

2. A vocabulary depth test

The following is an example of vocabulary depth test: Choose four words to go with the test word. Choose at least one from each of the two boxes.

Sudden

beautiful	quick	change	doctor
surprising	thirsty	noise	school

3. A definition completion test

In giving definition test, the teacher can put the answer on the right side of questions, so the students can match it with the right definition.

Here are the example:

1. A journey straight to a place is ___	Faint
2. An illness that is very serious is ___	acute
3. A river that is very wide is ___	common
4. Part of your body that is not covered by any clothes is ___	bare alien

5. Something that happens often is ____	broad direct
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4. A sensitive multiple-choice test

Multiple choice test is popular because it is easy to mark. If the choices are not closely related to each other, students can draw on partial knowledge. The example is bellow:

- Chronic means
- a. lasting for a long time
 - b. dissatisfied
 - c. to greatly decrease
 - d. effective and harmless
 - e. don't know

5. A translation test

Translation means conveying the meaning of word or sentence. In general, it is worse than the use of picture, real object, definition and so on. Translation or the use of first language to convey and test word meaning is very efficient. Here are the example of A translation test:

Translate the underline words below into your first language!

1. You can see how the town has developed. _____
2. I cannot say much about his character. _____
3. Her idea is a very good one. _____
4. I want to hear only the fact. _____

Actually, any kind of vocabulary test is good as long as it can measure the ability of understanding the words. Moreover, the teacher should know the level of the students when they are going to give the test to the students.

B. Media

1. Definition of Media

In education, a media is needed especially by teachers which are required to be creative in the use of teaching materials in order to facilitate students' understanding of the material. When the teachers only use book in teaching activity, it can not be effective. In this case, media are useful. A medium (plural media) is a channel of communication, derived from the Latin word meaning "between". The term refers to anything that carries information between a source and receiver (Heinich et al, 2002: 9). According to Naz and Akbar, "Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve instruction". So, the researcher conclude that media are means for delivering messages to motivate students in learning.

Teaching media used by the teacher in teaching and learning process in the classroom. The use of media is important to motivate the learners. Teacher often uses teaching media to keep teaching and learning process run effectively and efficiently.

2. Kinds of Teaching Media

According to Arsyad (2009: 29), the kinds of teaching media can be divided into three categories: Visual, Audio, and Audio Visual.

a. Visual media

Visual media is also called as printing media. Visual media is all kind media that can be seen or touch by students. The examples of visual media are picture, cards, chart and real things. In addition, the characteristics of visual media are: the text is read in linear, on the other hand visual is exceeded based on the room; text or visual present one way communication and receptive; text and visual is presented statistically; the development of visual media is depend on the language principle and visual perception; text or visual are oriented to the student; the information can be rearrange by the user.

b. Audio Media

Audio media media is also called as listen media. It is usually used to listen and understand the passage. The characteristics of this media is it can show one way communication. The example of audio media are radio, tape recorder, cassette and compact disk.

c. Audio-Visual Media

Audio-Visual media means audible and visible. Audible means can be heard, and visible means can be seen. Audio visual media has more benefits than others. It can visualize the abstract things or non verbal vocabulary, attract students' attention and develop students'

knowledge. Audio visual media need mechanic and electronic machines to show the audio and visual messages. There are some characteristics of audio visual media: linearity, present dynamic visual, can be implemented by using the ways which stated by the maker, as physical representation of real or abstract ideas, it was developed based on behaviorism psychology and cognitive principle, teacher oriented through the low students interactive. The example of media are video, movie, television, LCD projector.

3. The Function of Teaching Media

According to Levie and Lentz in Arsyad (2009: 17), there are four functions of teaching media, particularly the visual media:

1. Attention: it means that visual media are the central. They are interesting and bring the students to concentrate on teaching and learning material.
2. Affective: it means that visual media make students enjoy in teaching and learning process. They can grow the students' emotion.
3. Cognitive: it means that visual media bring the students to understand and remember information quickly.
4. Compensatory: it means that teaching media are useful to accomodate the students who are less and slow to receive and undestand the material verbally.

In addition, Kemp and Dayton as quoted in Arsyad (2009: 19) state that teaching media have three main function if they are used by individual, group, and bog group; they are:

1. Motivation

The teaching media motivate and stimulate the students to do an action and responsible. It will influence the attitude, value and emotion.

2. Information

The teaching media are used to present the information to the students. By using teaching media, the teacher hopes the students more interest about the information given.

3. Instruction

The teaching media are used to prepare the effective instruction. Beside enjoyable, the teaching media have to give a pleasant experience and what students' need.

Teaching media help the teacher to teach easily. They can choose media which are suitable, simple or modern in teaching and learning process. Also, the teacher can make their own media because their creativity is also needed in teaching activity.

C. Stop Motion Animation

In learning vocabulary, we may find different obstacle. According Khiyabani et al as cited in Tobalina (2016: 70) states that "It is hard to learn vocabulary by heart". Teaching by using verbal materials have been the most

popular tools. But, there is proof that indicates that including visual materials improves students' understanding. So that, it seems necessary to change the way in teaching in order to help students. Then, multimedia instruction is going to be used in this study, in which Stop Motion Animation is proposed.

According to Imama and Mumfangati (2015: 341), "Stop motion video is a video made by a sequence of photos or picture which is played in certain speed to produce an animation". To achieve such an effect, while objects are slowly moved, several photographs are taken. Then, these photographs are assembled into a movie to create the illusion of motion. When the video is made, it can be included sound.

Stop Motion can increase students' understanding of the content being taught. Waugh and Jolliffe as cited in Tobalina (2016: 71) state that "Stop Motion is an enjoyable activity", so it is likely to make teaching and learning process more entertaining, thus enhancing students' interest in the target vocabulary. Stop motion is significantly different from other types of visual such as images. Stop motion animation make uses of Information and Communications Technology (ICT). So, it is allow students to acquire knowledge easily. In addition, the use of Stop Motion Animation can improving students' concentration.

D. Previous Study

The use of Stop Motion Animation as media in teaching vocabulary has been previously studied by previous researcher.

The first research was done by Tobalina (2016) entitled “The Impact of Stop Motion on EFL Learner’s Retention and Recall of English Idiomatic Expression”. This study uses experimental study with two different class group. The subject of the study is 3rd year ESO Spanish students of English as Foreign Language. The result is that, Stop Motion Animation is efficient to improve students’ retention and recall of the English idioms.

The difference between the previous study and present study was on research design and the topic. The previous study use experimental research design, while the present one use Quasi-experimental research design. Then, the topic of previous study is about English idiom and the present one is about vocabulary.

The second research was done by Imama and Mumfangati (2015) with the title “Designing Stop Motion Video Using Learning Style Approach to Teach Vocabulary 4th Grade SD Muhammadiyah Purwodiningratang 2 in the Academic Year 2015/2016”. This study can be classified as Research and Development. The subject of the study is 4th grade of Muhammadiyah Purwodiningratan II elementary school in the academic years 2015/2016. The way research to get the data by conducting an observation, interview, questionnaire and the test to the subject data. The result of the study is that,

the post test result of experiment class was giving improvement rather than on the control class.

The difference of the second previous study and present study was on research design and the subject of the study. The second previous study use Research and Development research design, while the present one use Quasi-experimental research design. Then, the second previous study use elementary school students as the subject of the study, while the present one use Junior High School as the subject in the conducting the research.