

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

#### **A. The Review of Vocabulary Mastery**

##### **1. Definition of vocabulary mastery**

Vocabulary is total number of words which (with the rules for combining them) make up language. The knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. Word meaning is also governed by metaphors and idioms. Word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. (Harmer, 1991:158)

Vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate actively or express his ideas and both oral and written form. When they do not know how to enrich their vocabulary, for example, they often gradually lose interest in learning. The English teacher has to be able to organize teaching and learning activities such as they have to give materials by using a suitable technique and master the lesson effectively. So it is important for teachers to find the most effective media to teach vocabulary. Animation Video is one suitable media in teaching English vocabulary.

Mastery is complete knowledge or complete skill (Hornby, 1995: 721). Vocabulary mastery means the great skill in processing words of language. It is an individual achievement and possession.

From the explanation above, it can be concluded that vocabulary mastery is a complete skill or ability in understanding the words of language which depends on the person, the motivation, desires also need for the words. Vocabulary

mastery has a crucial part in kinds of language skill (reading, writing, speaking and listening).

## 2. Types of Vocabulary

Beck, McKeown, and Kucan (2002:1-2) categorize vocabulary into the followings:

**a. Listening Vocabulary,** The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. (Stahl, 1999; Tompkins, 2005) Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary. The amount of words modeled is much less than a hearing child’s incidental listening vocabulary.

**b. Speaking Vocabulary,** The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions.

This number is much less than our listening vocabulary most likely due to ease of use.

**c. Reading Vocabulary,** The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary.

This is the 2nd largest vocabulary IF you are a reader. If you are not a reader, you cannot “grow” your vocabulary

**d. Writing Vocabulary,** The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using

facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

### **3. Factors Influencing Vocabulary Mastery**

Vocabulary acquisition is influenced by two major factors: Interlexical and Intralexical

Interlexical factors are variables related to the interaction between the new word and the words the learner knows in L1 and L2.

According to SWAN (1997) the learner's mother tongue can support, fail to support or actively hinder their second language vocabulary learning. Nevertheless, it is believed that lexical transfer is more beneficial than transfer at the level of phonology or syntax. As a result, it is possible to learn L2 words by associating them with L1 words (SWAN, 1997; NATION, 2003).

Two major types of relationship between target words and words in L1: similarity of form of L1 and L2 words, and meaning relations between words in L1 and L2.

#### **Similarity of form of L1 and L2**

One way in which L1 affects the learn ability of vocabulary in L2 is by false cognates.

Cognates are words that are similar both in form and meaning in the same context (SCHMIDT and RICHARDS, 2010). For example, the English word brother and the German bruther.

Sometimes words in two languages are similar in meaning and form but are borrowings and not cognates. For example, kampauni in the African language Swahili is a borrowing from English company.

False cognates (false friends) are words which have very similar forms in two languages, but which have different meaning in each (SCHMIDT and RICHARDS, 2010). The similarity may cause the learner to use the word wrongly.

False cognates cause problems for learners as they often tend to associate similarity of form with similarity of meaning in L1 and L2.

### **Meaning relations between words in L1 and L2.**

Two major factors of meaning relationship between L1 and L2 affect learn ability of L2 vocabulary, namely connotation and collocation.

Connotation is the additional meanings that a word or phrase has beyond its central meaning (SCHMIDT and RICHARDS, 2010). Knowing a range of meanings for a word helps understanding its full meaning and helps recall the word form or its meaning in appropriate contexts (LITTLEWOOD, 2008: 104).

However, there are words that have different connotations in L2 and L1. In English adequate very often has a strong negative connotation, of something being enough, but only just. It is in fact normally used as a criticism. Thus, megfelelo may not be the proper equivalent for this word in all contexts, as it does not have a negative connotation in Hungarian. Similarly, propaganda in English is the means a government uses to make the public believe what the government wants them to believe, whether it is true or false. Thus, this word is primarily used in a derogatory sense. The same word in Hungarian (propaganda), however, can also be used in the sense of publicity.

Collocation refers to the restrictions on how words can be used together (SCHMIDT and RICHARDS, 2010), it refers to the tendency of two or more words to co-occur in discourse (NATION, 2003: 76).

Most authors agree that there are two basic kinds of collocations: grammatical/syntax collocation and semantic/lexical collocation (NATION 2003: 77)

Grammatical collocations are the type in which a dominant word fits together with a grammatical word, typically a noun, verb, or adjective followed by a preposition. For example, access to, acquainted with, abide by. Lexical collocation consists of combination of two equal words such as noun + verb (ball bounces), verb + noun (spend money), adjective + noun (cheerful expression), in which both words contribute to the meaning (NATION, 2003:77).

In addition to these two basic collocation categories, ALLERTON (1984) quoted by NATION (2003:77) proposes a third, consisting of collocations that are not based on grammatical or semantic patterning. Examples of this category are the relatively arbitrary prepositions attached to time, because there does not seem to be any logical reason why we should say at six o'clock, but on Monday.

Collocation differences between L1 and L2 may cause errors. They usually occur when the learner relates the new items in L2 to concepts and meanings in the L1. Example for such misuse of collocations is:

I have a good connection with my boss. (Connection in English should not be used in talking about the feelings between people, use relations or relationship instead).

### **Intralexical factors**

Intralexical factors arise from intrinsic word's properties. This factor stem from the word itself. According to LAUFER (1997), intralexical factors that affect the learn ability of lexical items include pronounce ability and multiple word meaning.

### **Pronounceability**

GAIRNS and REDMAN (1998:50) argue that “the complex relationship between sound and spelling in English seems...to make language inexplicable to foreign learners”. A number of words in English are homophones, that is, they have similar pronunciation and different forms or spelling e.g. key/quay, draft/draught; other have similar forms which differ widely in their pronunciation e.g. foot, flood, food.

To face this problem of pronunciation irregularity, teachers should seek out regularities which will give the learner both confidence and some measure of autonomy in tackling the pronunciation of new vocabulary. At low levels, for example, students can be made aware the letter “r” is silent when preceding a consonant e.g. card, park, or when it occurs at the end of a word e.g. mother, weather (GAIRNS and REDMAN, 1998:50).

### **Stress**

One of major difficulties with English pronunciation is that the position of the primary stress has such an influence on the individual vowels within a word. Thus the shift in stress from ‘economist’ / ɪˈkɒnəməɪst/ to ‘economics’ / ,ɪ:kəˈnɒmɪks/ or /ekəˈnɒmɪks/ produces a different vowel quality in the first, second and third syllables (GAIRNS and REDMAN 1998:51).

As with sound-spelling patterns, there are stress patterns which are sufficiently generative for the teacher to present as rules e.g. words with the following endings usually have the primary stress on syllables preceding them:

-tion, -sion	<i>education</i> / ,edʒʊˈkeɪʃn/	<i>confusion</i> / kənˈfjuːʒn/
-ic, -ical	<i>enthusiastic</i> / ɪnˌθjuːzɪˈæstɪk/	<i>geographical</i> / ,dʒɪəˈgræfɪkl/
-ian	<i>Indian</i> / ˈɪndiən/	<i>Italian</i> / ɪˈtæliən/

### **Multiple meaning words**

Homonymy is term used to when one form (written or spoken) has two or more unrelated meanings (YULE, 2010: 120), as in the examples:

- Bank (of a river) - bank (financial institution)
- Bat (flying creature) – bat (used in sports)
- Mole (on skin) – mole (small animal)
- Pupil (at school) – pupil (in the eye)
- Race (contest of speed) – race (ethnic group)

The temptation is to think that the two types of bank must be related in meaning. They are not. Homonymies are words that have separate histories and meaning, but have accidently come have exactly the same form (YULE, 2010:120).

Polysemy refers to two or more words with the same form and related meanings (YULE, 2010:120). Examples are the word head, used to refer to the object on top of your body, froth on top of a glass of beer, person at the top of a company or department. Other examples of polysemy are foot (of person, of bed, of mountain).

### **4. Teaching Vocabulary**

There are some reasons why vocabulary is taught. As proposed by Nation (1990:2), vocabulary is taught because of: (1) the considerable research about vocabulary informing that vocabulary related to useful words can give the learners useful skill, especially speaking; (2) the small vocabulary of the learners; (3) the importance of vocabulary in language learning, The importance of vocabulary is also stated by McCarthy (1990: iii):

“No matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meaning, communication in L2 just cannot happen in any meaningful way.”

In teaching vocabulary, it is necessary to consider some elements. Ur (1996: 60-62) suggests some elements that need to be taught in teaching vocabulary. They are:

a. Form: Pronunciation and Spelling

The learner has to know how a word is pronounced (its pronunciation) and what it looks like (spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned.

b. Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as the teacher teaches the base form. When teaching a new verb, for example, teacher might give also its past form, if this is irregular (*think, thought*), and teacher might note if it is transitive or intrans

c. collocation

A collocation is two or more words that often go together. These combinations just sound “right” to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound “wrong”. This is another piece of information about a new item which may be worth teaching. Collocations are also often noted in dictionaries, either by providing the whole collocation under one of the head- words, or by a note in parenthesis.



## 5. Techniques in Teaching Vocabulary

To get the best result on teaching vocabulary, it is important to choose good and appropriate technique in teaching vocabulary. Gairns and Redman (1986: 76) suggested techniques of introducing new vocabulary, as follows:

### a. Visuals

#### 1) Visuals

Visual techniques can be in the form of flashcards, photographs, blackboard drawings, wall charts, and realia. All of these techniques are extensively used for conveying meaning concrete nouns like animals or fruits, and certain areas of vocabulary such as professions, places and description of people and activities.

#### 2) Mime and Gesture

These are often used to supplement other ways of conveying meaning. When teaching an item such as *to chew*, a teacher might build situation to illustrate it, make use of the blackboard and gesture to reinforce the concept

### b. Verbal Techniques

#### 1) Use of illustrative Situations (Oral or Written)

This could be the most helpful ways when the items become more abstract. The teacher often uses more than one situation or context to check that learners have grasped the concept.

#### 2) Use of Synonymy and Definition

Teacher often use synonymy with low level students, where inevitably they have to compromise and restrict the length and complexity of their explanation.

### 3) Contrasts and Opposites

A new item like *big* is easily illustrated by contrasting it with *small* which is already known by the students. In this case, the teacher must have known exactly which vocabulary has been mastered by the students and which has not.

### 4) Scales

After the students have learnt two contrasted or related gradable items, this can be a useful way of revising and feeding in the new items.

### c. Translation

Another technique comes from Brown and Payne (in Hatch and Brown, 1995: 372-391). They divide the technique in learning vocabulary into five essential steps: (1) having sources for encountering new words; (2) getting a clear image, either visual or auditory or both, for the forms of the new words; (3) learning the meaning of the words; (4) making a strong memory connection between the forms and meanings of the words; and (5) using the words.

## 6. Problems in Learning Vocabulary

Teaching vocabulary to students is not easy to do, it is clearly more than just presenting new words. There are many problems occurring during the process in teaching them. Since English is a new language for students, the students may encounter difficulties in remembering and grasping them.

### B. Media in teaching vocabulary

#### 1. The definition of media

Media are all aids which may be used by teachers and learners to attain certain educational objectives. Robert Heinich (2002:9-10) also said that media is a channel of communication. It derived from the Latin word meaning “between”

the term refers to anything that carries inform between a source and a receive, for example include video, television, diagrams, printed materials, computers, and instructors.

Based on those statements above, it can be concluded that media are all things and forms that can be used to deliver the information and mass of communication from sender to receivers using a tools like a video, graphic, photographic, electronic, and mechanical for processing, presenting and explaining the materials.

According to Heinich, Molenda, Russel (1996:8), a medium (plural media) is a channel of communication, for example include film, television, diagram, printed material, computers, and instructor. In line with two definitions above, Gagne in Sadiman et al (2002:6) states that teaching media is any component in students' environment that stimulates them to study, such as book, film, tapes, etc. While Briggs (Sadiman et al, 2002:6) defines teaching media as all the physical tools that are able to perform the message and also stimulate the students in learning activity.

## **2. Kinds of Media**

Media can be classified into three categories: visual, audio, and audio visual. One can identify techniques based on using visuals and aiming at student-initiated visualization where the stimulus for utterances and the main source for (language) learning are provided by a visual impact. Audio media is such as radio, music, record-players, reel-to-reel tape and cassette-recorders. Audio visual media is an effective teaching and learning can be depending on the resources used. Because seeing and hearing is involved, fifty percent of the information gained will be stored in the long term memory. Example of audio visual is video, sound-slides, book-cassettes, sound-films and educational television(sarosdy, 2006:94-104).

### **3. Video as Media**

Originally, the concept of video synonymous with that of broadcast television, but in recent years the concept has expanded, the term video is the electronic storage of moving images (videotape, videodisk, DVD, interactive video, etc.). It stated by Robert Heinich (2001:192)

From the meaning of video above, the researcher concludes that the video has exchanged and represented the real object into a simple device which has displayed a series of places, objects, persons, or even experiences.

### **C. Review on Animation Video**

#### **1. The Definition animation video**

Animation is taken from the word “animation to animate “that means live or to alive. At the beginning of the discovery, animation movie is made from pieces paper then they were turned around till appeared the motion picture effect. By selection of the computer and graphic, applied production as animation is so easy and going fast. From the explanation above, the researcher concludes that animation video is kind of instructional media which is designed by motion picture, art of technique and the process of the technique itself in life and motion which is show on the unlive object.

Teaching vocabulary is an activity where the teacher gives the students’ knowledge about vocabulary and how to use it in daily life. Learning vocabulary is a crucial matter in developing their English. 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.

Teaching English using animation video, songs, nursery rhymes, pictures, and games can develop and sustain motivation, to produce positive attitude toward English, and to teach or reinforce some language learning skills.

Teaching English vocabulary using Animation Video can help and stimulate the students to get the vocabulary mastery easier. Because the students can see the language in use and most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is attached with interesting tasks.

## **2. The Types of Video**

Through video presentation, people are able to reach outside their minds. According to Betty Morgan Bowen (1973:13-31), There are some types of video as their shapes such as wall pictures, Sequence Picture, Flash Cards consists of Word Flash cards.

## **3. The Advantages of Video**

There are some advantages of video such as video can motivate the students and make them want to pay attention, give to the context in which the language is being used. It allows for Meaningful practice of vocabulary and structures presented by the teacher at the classroom. The video can be described an objective way or interpreted. It can stimulate and provide information to be referred to in conversation, discussion and storytelling. It provides a stimulus for using the language at the reproduction and manipulation stages to speak, to read and to write.

## **4. The Procedures of using animation in teaching**

Hamalik (1962: 106-108) suggests some principles of using animation in classroom. Here are the steps:

### **a. Teacher Preparation**

- 1) Teacher prepares the lesson units.
- 2) Teacher chooses the appropriate animation to achieve his/her learning objectives.

3) Teacher integrates the animation with his/her lesson plans.

4) Teacher previews the animation prior to the class. By doing so, s/he can gain complete data about the animation s/he is going to use.

5) Teacher explicitly maps the correlation between the animation and other learning activities, such as: activities in laboratory, activities in library, class discussion, creation, and so on.

#### **b. Class Preparation**

1) Teacher prepares the classroom and all required equipments.

2) Teacher prepares the students' readiness for learning through animation.

#### **c. Presentation**

Presenting teaching materials by using video is common. animation should be learned. Even if it is needed, it may be replayed several times. Teacher has to make sure that the classroom is dark, who is going to be the operator, and so forth. S/he should also control the room acoustic, atmosphere, and seats.

#### **d. Follow – up and application**

After the animation video has been played, follow-up activities are necessary to reinforce students' mastering the skills and knowledge they have already learned. It can be in the form of test, demonstration, experiments, and project works. After that, field trip and interview are carried out.

#### **e. Recording**

Records in the form of notes, both bibliographic and notes on animation correlation to the materials contain assessment, students' reaction to

the animation, and suggestions of the curriculum than can apply the animation video.

#### **D. Rationale**

Vocabulary is one of the important elements in language which should be mastered by the students. But in fact, learning vocabulary for elementary school students was not easy. There were many problems occurring during the process in teaching and learning, since English is a new language for them. Reading the questionnaires which had been filled in by the fifth grades students of MI Darussalam wonodadi, blitar, the researcher found some problems dealing with vocabulary mastery:

1. The students found it difficult to pronounce the words correctly.
2. It was difficult for the students to memorize the meaning of words.
3. The students found it difficult to use vocabulary in four language skills.

In addition, based on the observation during the teaching and learning activities, the researcher found some problems of the situation in the classroom, as follows:

1. The classroom situation which was not alive, proved by the students' feeling bored then being inactive in the teaching learning process.
2. The students' attention and motivation were low.
3. The students made noise in English class.

To solve the problem, the teacher can use some media in teaching vocabulary to help them deliver the materials more easily. One of the media that can be used in teaching vocabulary is animation. Animation provides colorful and interesting pictures that can attract students' attention. It provides so many things that it can entertain the students, like: the characteristic, the plot, the

colorful objects, the theme, the music, and the story. They will enjoy studying with something that they like. Besides entertaining, animation can also be used for educational purposes, including to solve the problem in teaching and learning vocabulary. For example, through the animation children will learn names of object by seeing the object in the animation. Thus, it will help students to memorize the names of object. It is helpful for students to understand the meaning of the vocabulary words presented in the animation. The next problem is pronunciation. To resolve these, animation are combined with audio and visual materials. They give not only visual stimuli but also audio stimuli to the students, so the students can hear the right pronunciation in English from the characters in animation. So, by watching animation, children are encouraged to know a lot of words and learn the meaning of the words. The use of animation in learning English vocabulary provides children with pleasure and entertainment. They can also learn many new vocabularies that they have never learned before. It can be said that animation are an entertaining and motivating medium for students. So that the student will be attracted to join the lesson, and the teaching learning process will not only be learnable but also enjoyable.