CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the English curriculum in Junior High School, vocabulary, the nature of vocabulary acquisition, motivation, animation video, teaching vocabulary by using animation video, and previous study.

2.1 The English Curriculum in Junior High School

The K-13 curriculum objectives include four competencies. Kementerian Pendidikan dan Kebudayaan (2016) mentions K-13 has four competencies, such as spiritual, social, knowledge and skill that are achieved through intracurricular and extracurricular learning process. Furthermore, the scopes area of English for the eighth grade of SMP/Mts on K-13 curriculum are as follows: (1) Core competence 3 (Knowledge): find out the knowledge based on their inquisitive related to occurence they have seen. (2) Core competence 4 (Skill): apply their knowlegde in the real world based on what they have studied in the school.

The separation between English components and English skills are stand-out in the K-13 curriculum. English components (grammar and vocabulary) belong to core competence 3 that covers the understanding of knowledge. Meanwhile, English skills (listening, speaking, reading, and writing belong to core competence 4 that covers the language skill competencies. Soenoewati (2015) states that KI 3 of language learning in K-13 curriculum covers the grammar and vocabulary only, while four skills of language are covered by KI 4.

K-13 curriculum (2016) expounds the basic competences of the core competences, as follows: asking and expressing opinion; asking and giving opinion; language element of can and will; necessity and prohibition; language element of must and should; the act of ordering, inviting and asking permission; greeting card; asking and giving information about people, thing, and animal; language element of there is/are; simple present tense; present continuous tense; degree of comparison; simple past tense; recount text; announcement and notice; and song lyric.

Based on the explanation above, the English materials of the eighth grade students are consists of some tenses. The main focus of tenses are on the change of the verb from one tense into other tense. However, this study does not discuss the change of the verbs, but discuss the meaning and the use of the verb. It focuses on the verb as the part of vocabulary. This current study specifically chooses the action verb as the topic of learning materials.

2.2 Vocabulary

2.2.1 Definition of Vocabulary

Vocabulary is one of the language component. It is a small unit of language component and has a meaning. It is a skeleton of a language. Language will not be able to stand alone without the underlying of vocabulary. It can be said that language is built from the composition of vocabulary. In Oxford Learner's Pocket Dictionary (2004), vocabulary is a series of phrases that has a sense. Then, Awad (2013) defines that vocabulary is a number of words that shape a speech.

Meanwhile, Aisyarani (2014) states that vocabulary is the fundamental part of language that form a communication. According to Alqahtani (2015), vocabulary is an amount of phrases that is used to show our mind. Furthermore, Artanti (2015) asserts that vocabulary is the combination of words that build a language. Based on some definitions above, it can be concluded that vocabulary is one of the component that has a meaning and build a language.

2.2.2   The Nature of Vocabulary Acquisition

Vocabulary can be mastered by the process of learning or acquisition. However, the language acquisition is the best way, because it occurs naturally and unconciously, so it is effortless. The process of language acquisition has its best time, it occurs when the human brain is developing. In this period, the human brain has its highest flexibility, so it is easy to acquire the language. Harley (2005) explains that the best way to master vocabulary is by the process of language acquisition. Furthermore, he mentions that language acquisition has the best period. This period take place approximately on the age of 2-5 years old. It is called critical period. This is the reason why children can acquire language effortless.

In this current study, the subjects are students of junior high school. They have passed the critical period, so it is more difficult to acquire the foreign language. They need more effort to acquire the foreign language. Hence, this study is conducted to know whether the use of animation video has significant effect toward the students' vocabulary mastery and their motivation.

2.2.3 The Importance of Vocabulary

Vocabulary is the basic component for language learning. It has a central role in English language learning. Without sufficient knowledge of vocabulary, students can not express their idea or understand the others expression. The sufficient vocabulary can influence the success of communication. It is impossible to communicate smoothly without knowing the vocabulary. Furthermore, without sufficient knowledge of vocabulary, it is impossible to master the four skills of English. Vocabulary can influence the success of foreign language learning. It is difficult to learn a language if we have limited vocabulary. According to Aisyarani (2014) to make a fluent communication, the vocabulary mastery is very important. Meanwhile, Al Qahtani (2015) states that the succesful of communication is influenced by the knowledge of vocabulary. Mubarok, et. al. (2017) explain that it is crucial for the foreign language learner to study about the vocabulary. Moreover, Aridha (2018) says that it is difficult to receive and deliver the idea, especially on the second language without sufficient vocabulary.

2.2.4 The Kinds of Vocabulary

Before knowing how to teach vocabulary, it is important to know about the kinds of vocabulary that should be comprehended by the students. Fachrurrazy (1993) classifies vocabulary into *function words*, *content words*, *simple words*, *compound words*, *idiom/proverbs*, and *special expressions*. Moreover, Djiwandono (1996) divides vocabulary become *active-productive* and *passive-*

receptive. Furthermore, according to Gairns et.al. (2010), vocabulary can be classified as receptive (passive) and productive (active) vocabulary.

Based on the classifications above, this current study emphasizes on receptive vocabulary because the students are expected to recognise and comprehend the vocabulary from reading and listening materials by using animation video, especially on action verbs.

2.3 Teaching Vocabulary

Teaching is a process of transferring knowledge and information from the teacher to the students. Teaching vocabulary can be defined as giving a knowledge and information to the students' about the vocabulary. Artanti (2015) says that the process of conveying the knowledge of vocabulary and the rules to use it from the teacher to the students is called teaching vocabulary. Meanwhile, Hidayat (2017) defines that teaching vocabulary is giving knowledge about new words to increase students' vocabulary. Based on some definitions above, it can be concluded that teaching vocabulary is a process of transferring the knowledge from the teacher to the students about a new vocabulary and the rules to use it.

2.3.1   Vocabulary Used in This Study

This current study uses the learning materials based on the selection on K-13 curriculum. Some materials of eighth grade consist of tenses, such as simple present tense, present continuous tense, and simple past tense. The main focus of tenses is on the use of verb. This current study discusses the basic position of verb

as the part of vocabulary. One of the kinds of verb is action verb. According to Azar (1989), the total number of words that show a real activity / work are called action verb.

The constraints of the vocabulary used in this study are based on the total number of action verbs that are displayed on the animation video. Since the materials are conveyed by using an animation video, so the selection of vocabulary used in this study are based on the vocabulary are displayed on the animation video. The action verbs in this study are about the daily activities.

2.3.2 The Vocabulary Tests

The test of vocabulary is related to know about the learners' knowledge due to the meaning of words they have learned. It also to know the students' ability on using the words in the right context. The tests on this study are mainly aimed to measure the students' vocabulary mastery. According to Tarigan (1993), a test is a method to get the data about students' ability progress concerning with their learning. Meanwhile, Djiwandono (1996) defines that test is a series of instrument and method to find out the data about someone's achievement of a certain subject. Furthermore, Iskandarwassid (2013) mentions that test is a teacher's instrument to measure the students' level of comprehension toward the materials are given.

Vocabulary test has some various forms. It is possible to use some forms of test in one test to give it variation and some differences of difficulty level. Djiwandono (1996) mentions some of vocabulary tests, i.e.: show the object;

demonstrate; give the equivalent word; give another word; giving the opposite word (antonym); mention the word; complete the sentence. Furthermore, Hughes (2002) asserts the forms of vocabulary test, such as: synonyms; definitions; gap filling.

The kind of tests on this study are as follows: complete the sentence, finding synonym / antonym, gap filling and the definition of word. The researcher chooses this kind of tests, because it is suitable to measure the students' ability on the vocabulary in this study.

2.4 Motivation

2.4.1 Definition of Motivation

Motivation is an important thing in every field. In education field, motivation is a factor that has crucial influence in the learning process. Motivation is a certain thing / reason that be able to influence the desirability to do something. Motivation can be said as a fuel for someone to do something. Motivation has a big influence on someone's desire to do something. It is a spirit-burning material. It can move someone to do something. Martin (2001) defines that motivation is the students' spirit to study. Meanwhile, Sardiman (2007) states that motivation is someone's desirability to conduct something, because of some factors. Furthermore, Kitjaroonchai (2013) mentions that motivation is the students' willingness to follow the learning activities.

This study is aimed to investigate whether the animation video has an effect on the students' motivation toward the vocabulary learning. Motivation on

this study related to students' attitude toward the process of vocabulary learning by using animation video. Students' motivation is determined by their impression toward the use of animation video on their English classroom.

2.4.2   The Function of Motivation

Motivation is the main element in the learning process. The learning process are less successful without high motivation. Students with high learning skills can not gain successful in learning if their motivation are weak. Motivation has a central function in the learning process. Desire, effort and focus are influenced by how big is the motivation. The bigger of motivation, the bigger of the desire, effort, focus and even the sacrifice to do something. Sardiman (2007) mentions three functions of motivation, such as: encourage people to act; determine the direction of action; and selecting the actions.

Motivation can influence someone's attitude to do something. A person's attitude, desire, encourage to do something is controlled by motivation embedded in him/her. Someone's desire to do something is encouraged by the motivation. So that, it can give a positive attitude in him/her-self that is raised with a sense of enthusiasm, pleasure, not easily discouraged, sincere in doing something to achieve the expected goals. Munir, et.al (2015) state that some experts are sure that the motivation are able to give an impulse from inside of the mind toward the demeanor and the reaction of someone. Moreover, Burgos, et. al. (2015) assert that to increase the students' good attitude toward the learning process, it is

needed to develop the students' motivation by providing the distinct individual expectations.

It can be said that motivation is the driving basis for someone to do something. For example, the students can get succees in learning a foreign language when they have a positive attitude in accepting the language. They are always persistent in learning the language and not easily discourage when facing the difficulties. Primadi, et.al (2014) state that motivation has a big affect toward the process of acquiring the language.

Motivation arises when the student also realizes the importance of learning a foreign language for himself and has a need for the foreign language. The positive attitude that arises from students is influenced by the motivation in itself. So that, the motivation is a mental foundation for someone to do something. Primadi, et.al (2014) say that the first thing that can emerges the students' positive demeanor is motivation.

2.4.3   The Indicator of Motivation

Students' motivation can be indicated from their characteristics and behaviours. In order to help the teachers in recognising students' motivation, they should know what are the indicators of motivation. According to Martin (2001), motivation is divided into two dimensions, such as boosters (the factors that increase motivation) and guzzlers (the factors that decrease motivation). The factors that include in boosters are self-belief, learning focus, value of schooling, persistence, planning and monitoring. Meanwhile, the factors that include in

guzzlers are anxiety, low control, avoidance and self-sabotage. Furthermore, Iskandarwassid (2013) asserts the indicators of students' learning motivation, such as: perseverance in learning, frequency of learning, commitment to fulfill school assignments, frequency of attendance at school.

The indicators of motivation are also affected by some factors. Motivation is not only affected by the internal factors of the students. There are some external factors that influence to increase the students' motivation. Liu et.al (2018) mention some factors affecting motivation, such as: school circumtances (school tradition and administration), classroom atmosphere (the atmosphere, discipline, and classmates), teachers (the relationship with students), and home environments (economic situation, parents' education, parents' occupation.

This study is aimed to know the significance effect of the students' motivation toward the use of animation video in the vocabulary teaching. The use of animation video is intended to know the significance difference of the students' motivation before and after using animation video. The use of animation video is also intended to know the significant effect toward the students' vocabulary mastery.

2.5 Animation Video

2.5.1   Definition of Animation Video

Animation is an image that is processed in such a way as to produce an illusion of movement, so that the image becomes alive and can move like a living creature. Arsyad (2014) defines that video is a media that can show the moving

picture and produce the sound simultaneously. Then, Artanti (2015) describes that animation video is a media that is created by using a certain technique to produce a moving picture. Next, Martinez (2015) states that animation is a technical process that, in general, produces motion illusion in the viewer by sequencing the still images produced in the analogue or digital environment in sequence. Moreover, Khalidiyah (2015) infers that animation is the images that appear and move.

Animation video can be used as a media of teaching vocabulary. Teaching vocabulary which is packaged in the animation video is used to attract students' interest in learning vocabulary. The use of this media is considered able to make the students more enthusiastic, focus, not easily bored, and certainly increases their learning motivation. According to Xiao (2013) the animation content in the classroom can be classified in three main types, such as: expositive, interactive, quizzes.

In teaching vocabulary, the teacher should uses various media to facilitate and increase the students' learning motivation. One of the kind of interesting media is video. Video can be used to facilitate the process of teaching and learning. In this digital era, it is very easy to search for videos for free as learning material from the internet or even make it yourself with various video-maker applications available. Wang (2015) states that there are three goals of teaching by using video, such as: help the students' skill development, strengthen the students' proficiency of cross-cultural relationship, teach the students to admire the videos as the learning media.

Hence, this study is conducted to know the significance effect of the use of animation video toward the students' vocabulary mastery and motivation. The contents of animation video on this study are about the action verbs. It displays the word of a certain verb and followed by a motion picture appropriate with the verb. It helps the students to understand the meaning of such word by guessing the picture movement. It is quite interesting for the students because the motion pictures are funny and colorful. It just likes watching a film but there is an education contents on it.

2.5.2   The Advantages and Disadvantages of Animation Video

A certain kind of media always has the advantages and disadvantages. This is why the role of teacher can never be replaced. The selection of teaching media depends on the teacher. The teacher must be wise in choosing and using teaching media. The teacher should be creative to choose an appropriate media in order to maximize the advantages and minimize the disadvantages of the media.

The use of animation video also has the advantages and disadvantages. It can not be avoided, but it can be minimized. Before using animation video as the teaching media, it is needed to know the advantages and disadvantages of it. By knowing it, the teacher can prepare well before using the animation video. The teacher can determine the goal of learning by using animation video clearly. They can also prepare the appropriate process and strategy to use it. The following table is the advantages and the advantages of using animation video from some previous studies:

Table 2.1 The Advantages and Disadvantages of Animation Video

No.	Advantages	Disadvantages	Source
1.	Completing the students' knowledge.	Spend the time and cost.	Arsyad (2014)
2.	Describe a certain process more detail.	Sometimes it is difficult to follow the video, because it moves continuously.	
3.	Increase the students' motivation.	Sometimes the video are not appropriate with the learning goal.	
4.	Make the class more life.		
5.	Can present the dangerous events.		
6.	Can be shown to the large or small groups.		
7.	Makes learning faster.		Aisyarani (2014)
8.	Visual attributes.		
9.	Saving time and effort.		
10.	Using sounds and music effects.		
11.	More creative fun/ satisfying tool.		
12.	More useful and household record.		
13.	Instant, easy, photo sharing.		
14.	Most coded animations become dynamic.		
15.	Can stimulate the students' autonomy and proactivity.		Wang (2015)
16.	Enrich the classroom activity, motivate the students, and hold their attention.		
17.	Can depict the realistic circumtances in life.		
18.	Provide a native culture.		
19.		Time consumption	Khalidiyah (2015)
20.		Classroom organization	

The use of animation video in vocabulary teaching provides some advantages and disadvantages as mentioned on the table above. From the table above there are some contradictions about the advantages and disadvantages. One side, it is said that the advantages of animation video is saving time and effort, but in the other side it is mentioned that the disadvantages of using animation video is spend the time (time consumption) and cost. The statement that says the use of animation video can save time and effort has a reason that the animation video can save the time and effort in creating the learning material that impossible and need high costs to obtain in the real life, for example: the process of volcano erruption. While, the statement that says the use of animation video is spend the time and cost has a reason that the teacher only has limited time in class, so it is difficult to show full video. The solution for this problem is by choosing the video with moderate length. The second disadvantage is sometime it is difficult to follow the video, because it moves continuously. The animation video can be played slowly or fastly, can be paused or replayed, so if the students still have difficult to follow the material on video, we can play it repeatedly. Then, the third disadvantage is about classroom organization (when set up the equipment in the class). The solution for this problem is by involving the students in preparing and setting up the equipment. So, we can still manage the class while set up the equipment.

Despite of some disadvantages above, the use of animation video also has many advantages as the teaching media. It can complete the students' knowledge, for example the process of the blooming flower that difficult to be observed

directly. Animation video can also increase the students' motivation, because it is fun, interesting, and it makes learning faster (make students easier and faster to understand the explanation). It also makes the students more active in the classroom. In addition, it can provide a native culture of the target language which students can not get in their daily life. Animation video can be a good teaching media if the teacher can use it appropriately.

2.6 Teaching Vocabulary by Using Animation Video

Animation video can be used to display interesting materials, it includes the pictures, sounds, and writing text. Teacher can use animation video to show a demonstration to the students. It helps the students to catch the materials easier. Aisyarani (2014) states that animation video can facilitate the students to get the deeper meaning.

In using animation video on teaching vocabulary, teacher should prepare some tools, materials, and the steps to apply it. Aisyarani (2014) mentions the procedures of teaching English by using animation video, such as: prepare the tools, give brainstorming to the students, explain the material, explain about animation video and how to get it, play the video, discussion, and give a test. Meanwhile, Silfia (2018) provides the procedures of teaching vocabulary by using animation video as follows: give brainstorming question, play the video, play the video and pause on each picture to introduce it, play the video and pause on each picture to teach the spelling of words, play the video without picture and ask students to write the words, play the video and ask students to repeat the words,

play the video without sound and ask students to pronounce the word, explain the way to make simple sentence based on video, and give exercises.

2.7 Previous Studies

There are some previous studies that have relevance with this current study. Awad (2013) conducts the study about the effect of using animation in teaching English vocabulary. In this study, she finds that there are significant differences in the students' score on pre-test and post-test. This result has similarity with the research by Aisyarani (2014) who concludes that there are significance differences between the students' vocabulary mastery before and after being taught by using animation video. It is also relevant with the study by Mubarok, et. al. (2017) who find that the use of animation video has a significant effect on the students' vocabulary achievement. The results above are also supported by the research from Aridha (2018) who concludes that the use of animation video has significant effect to improve students' vocabulary mastery and their interest. Apparently all of the previous studies above have positive impression to the use of animation video in vocabulary teaching. However, there is no study that observe about the significant effect of using animation video toward the students' motivation. Hence, this current study is a little different with some previous studies. The researcher adds motivation as the research variable. It is aimed to know whether the use of animation video is also has significant effect toward the students' motivation.