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, types of vocabulary, kinds of vocabulary, teaching vocabulary, testing vocabulary, definition of media, kinds of media, benefit of using video.

A. Vocabulary

a) The Definition of Vocabulary

Vocabulary is essential part of language learning. To communicate with others using a language, everyone must know the vocabulary of the target language. Therefore, teaching vocabulary is important in language teaching. However, vocabulary should be taught in specific context so that it becomes easier for the learners to remember the words and they can use those in their communications. Graves (2000, as cited in Taylor, 1990) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions.

Richards and Renandya (2002:255) also defines, "vocabulary is a core component of language proficiency and provides much of the basis for how well students speaks, listens, reads and writes". So, the students have to know the meaning and also understand how to use it in a sentence according to the context.

Harmer (1991:156) explains that the first to realize about vocabulary items is that they frequently have more than one meaning. Sometimes words have meanings in relation to other words. Thus, the students need to know the meaning of public place as a word to describe any one of a number of other things (e.g., railways station, hospital, and mosque). In this case 'Public place' has a general meaning whereas 'hospital' is more specific. Words have opposite (antonyms): the opposite of 'fat' for example, is 'thin'. They also have other words with similar meaning (synonyms): for instance, the meaning of 'smart' is similar it that of 'clever'. As for as meaning goes, the students need to know about meaning in context and they need to know about sense relation.

According to Longman (1998:1177) vocabularies are the knowing of words which individual adult or child can attach one or more meanings. It means that vocabulary is important to know, learn and use. Without having a good vocabulary, the students cannot make meaningful sentences in communication. A person's vocabulary is the set of words which he/she is familiar with in a language. A vocabulary usually grows and evolves with age, and serves as useful and fundamental tool for communication and acquiring knowledge.

Vocabulary is needed for expressing meaning used in the receptive language skills (listening and reading) and the productive language skills (speaking and writing). In this case, Harmer (1991:159) explains that if language structures make up the skeleton of the language, then it is vocabulary that provides the vital organs and the flesh.

Furthermore, according to Nunan (1999:100) on his book, second language teaching and learning; vocabulary is more than lists of target language words. As part of the language system, vocabulary is intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most languages into "grammatical words", such as prepositions, articles, adverbs and so on.

Therefore, vocabulary achievement must be on the first priority in English language teaching and learning. Without mastering the vocabulary, the learners will be difficult to master the other language skills.

b) Types of Vocabulary

According to Gardener (2009, as cited in Adger, 2002) vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases (Graves, 2000, as cited in Taylor, 1990).

Cummins (1999, as cited in Herrel, 2004) states that there are different types of vocabulary:

1. Reading vocabulary

Reding vocabulary is all the words an individual person can recognize when they reading a text. This is generally the largest type of vocabulary simply because the reader tends to be exposed to more words by reading than by listening someone speak.

2. Listening vocabulary

Listening vocabulary is all the words an individual person can recognize when listening to speech. Some people may still know words they were not exposed to before using cues like tone, gesture, the topic and social context of conversation.

3. Writing vocabulary

Writing vocabulary is all the words an individual person can employ in writing. Many written words do not commonly appear in speech, the writers generally use a limited set of words when communicating.

4. Speaking vocabulary

Speaking vocabulary is all the words an individual person can use in speech.

c) **Kinds of Vocabulary**

Vocabulary means study of words. The amount of words in English is not limited. There are words that are used frequently. Nevertheless, there are words that are seldom used. Instead, there are words that can be very seldom found in written and spoken English. Because the vocabulary development is complex, the expert of language vocabulary divided in to some kinds. According to Nation (2001:11). Vocabulary in English are distinguished in four kinds. Those are:

a. High-Frequency Word (HFW)

High-Frequency Word is vocabulary which has mostly appearance in text. The appearance is about 80% up to 90% from overall the text. For the example are

do, make, say, live words that can be ensured appear in the text. Almost 80% of the running words in the text are high-frequency words. For the implication, more and more the learner master in HFW vocabulary, they will understand the text esier. In short, High-Frequency Word can be found in written and spoken English text easily. Students are familiar with words that include in this word kind.

b. Academic Word (AW)

Academic word is vocabularies which generally appear in scientific or academix text. Nation (2001:12) revealed " The text is from an academic text: policy, phase, adjusted, sustained". This group includes word such as perceive, role, available, etc. There are 570 vocabulary which is 8% up to 10% are vocabularies in academic texts. For the implication, if the learner wants to come in academic word, such as lecturer or researcher. Academic Word mastery can help the students to understand the scientific texts. Then, these vocabularies are very important to be studied for anyone using English for academic purpose.

c. Technical Word (TW)

Technical word is vocabulary which has special meaning that are very close related to topic and subject area that are studied. Nation (2001:198) stated " A technical word is one that is recognizably specific to a particular topic, field, or discipline". Thus, technical words can be found in particular area such as law, applied linguistics, electronics, and computing. This group includes word such as agree and concordance in grammatical, or subpoena, decree in law. People who know these words are people who have knowledge of that field well than others. The amount of this word is not more than 1000 words in dictionary.

d. Low-Frequency Word (LFW)

Low-frequency word is vocabularies which are rarely used in English. Nation (2001:199) also explained " Low-frequency word includes all the words that are not high-frequency words, academic words, and not technical words for a particular subject". The words such as jettison, zoned, pioneering, aired, pastoral include in this category. The amount of these words is estimated 126.000 vocabularies. But, the usage of these words are limited, it's only 5% of the overall vocabularies in the text. In other words, low frequency words is group of words that we rarely meet in our use of the language because do not include in high-frequency words, academic words, and technical words.

It shows that now day, the role of vocabulary has been considered its effectiveness to give many contributions in learning process.

d) Teaching Vocabulary

Vocabulary is very important for second language learners, only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. To make good conversation in english not only the learners but also the teacher should have a good idea of how to expand their vocabulary in teaching learning process so that they can provide a vocabulary that is inserted all of the material being taught. The teacher should posses considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

According to (Finochiaro, 1974:38) states that teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language

Then, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book in each chapter. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

Wallace (1982:207) explains that teaching vocabulary should consider these following factors:

1. Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

2. Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which can easy to understand by the learners.

3. Need

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

4. Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

5. Meaningful presentation

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

6. Situation and presentation

The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking. From the explanation above I conclude that the teachers must know the different kinds of vocabulary. In addition, understanding the above factors is very important for the teacher before teaching vocabulary to elementary school.

e) Testing of Vocabulary

A good knowledge of English vocabulary is important for everyone especially for every students who wants to learn or the stundents will do the english examination , so knowledge of vocabulary is often tested. The purpose of vocabulary testing is to measure the comprehension and production of word use. The balance of this chapter is showing how to evaluate vocabulary mastery.

According Isnawati (2012:48) the following techniques are suggested only for possible use in achievement test, there are:

a. Pictures

The use of picture can limit the students to lexical items that we have in mind. Some pictures are provided and the students are required to write down the names of the objects. This method of testing vocabulary is obviously restricted to concrete nouns which can be drawn.

b. Definition

This may work for a range of lexical items. But not all items can be identified using a definition. Nor can all words be defined entirely in words more common or simpler than themselves.

The following is an example of such test. "………is a person who looks after our teeth. ………is frozen water. ………is the second month of the year.

c. Gap filling

This can take the form of one or more sentences with a single word missing. Because of the rain, the indonesian football match was…..until the following week. I ……to have to tell you this, Mrs. Siska, but your husband have had an accident. To avoid various answers, the first letter of the word or even the indication of the number of letters can be given.

Other types of vocabulary test also stated on Nation (2001:344), as follows:

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

According to a text or listening the teacher prepares a set of statements and students have to circle true or false. This type of testing is typically used for testing reading or listening abilities, however, it can have much wider usage. We can test also synonyms, antonyms, grammatical forms etc. The example of true/false 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. ___

b. A vocabulary dept test

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

Sudden

| Beautiful | quick | Change | doctor |
| Surprising | thirsty | Noise | school |

c. A definition completion test

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

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_____ broad

d. A sensitive multiple choice test

Multiple choice items are popular because they are easy to mark and, if the choices are not closely related to each other, learners can draw on partial knowledge.

Example: Chronic means

a. lasting for a long time

b. dissatisfied

c. to greatly decrease

d. effective and harmless

e. don"t know

e. A translation test

Translation is one of a number of means conveying meaning and in general is no better or worse than the use of picture, real objects, definitions, L2 synonyms and so on. Translation or the use of the first language may be discouraged for political reason, because teachers do not know the learners" first language, or because first language use is seen as reducing opportunities for second language practice. However, the use of the first language to convey and test word meaning is very efficient.

Example:

Translate the underlined words into your first language.

1. Mr. Jono can not see how The tulungagung town has <u>developed</u>.

2. Mom sinta can not <u>say much</u> about students <u>characteristics</u>.

3. His <u>idea</u> is a very good one.

Any kind of vocabulary test actually is good if it could 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 them. For example, pictures are suitable for young learners not the high school learners.

B. Media In Teaching English

In the world of 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. If a teacher only uses books, I believed that the process of teaching and learning is not effective. Hence, this section will explain about the definition of media, kinds of teaching media, and the advantages of using audio visual media in teaching.

1) Definition of Media

Media is a mediator of communication. Derived from the Latin word meaning "between" the term refers to anything that carries information. According to Arsyad (2009:3) media are aids which is needed to support some of activities in the world. Media includes graphic, photographic or electronic aid to absorb, process and rearrange visual or verbal information. According to Azhar

(2011: 4) media is a tool that convey or deliver the message of learning. While the National Education Association (NEA) defines that media are the forms of communication either printed or audiovisual.

Teaching media is a learning instrument used by the teacher in the teaching and learning process in the classroom. The use of media is important to arouse the intrinsic motivations of the learners. In order to keep teaching and learning process running effectively and efficiently, the teacher often uses teaching media. It is expected that the teacher can deliver the instructional material easily. The use of media can help the teacher reach the instructional aims.

2) Kinds of Teaching Media

The kinds of teaching media will influence the teaching learning process, which can be facilitated the teaching method as the tools to deliver the 18 lesson. The kinds of teaching media can be divided into three categories: Visual, Audio and Audio visual media (Arsyad, 2009:29)

a. Visual media

Visual media is also called by printing media. Visual media is all kind of media that can be seen or touch by the students. The examples of visual media are: picture, photos, real things, chart, miniatures, cards. Moreover, the characteristic of visual media are: text is read in visual manner, in other hand visual is exceeded based on the room, text and visual show one way communication and receptive, text and visual is shown in tactically, in developing this media depend on the language principle and visual perception, it is oriented to the student's, and the information can be rearrange by the user.

b. Audio media

Audio media is also called by the listen media. It is usually used to listen and understand the passage. The characteristic of this media is that they show one way communication. The kinds of audio medis such as : Radio, tape recorder, cassete, compact disc.

c. Audio visual media

Audio visual media is media that is audible and visible. Audible means can be heard, and visible means can be seen. Audio visual media has more benefits than others, such as it can visualize the abstract things or non verbal vocabularies, to overcome the limitation of place and time, to overcome the limitation of people sense, to attract students' attention, and develop students' knowledge. The audio visual media need mechanic and electronic machines to show the audio and visual messages. It is states in Arsyad (2009:31) that there are some characteristics of audio visual media: linearity, show 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 student's interactive involve level. The kinds of this media such as : Video, movie, television, LCD projector.

C. Video

a. Definition of Video

There are many differences the meaning of "video" in language teaching. In the most popular way, Cambridge Advance Learner's Dictionary third edition has applied the meaning of the term "video" as "recording of moving pictures and

sound that has been made on a long narrow strip of magnetic material inside a rectangular plastic container, and which can be played on a special machine so that it can be watched on television ". According to Arsyad (2009:49) video can visualize the object movement with natural or appropriate sound. It visualize live picture and also include the sound make video as the interesting media. In education, the use of audio visual media has been popular. Video as audio visual media present the movement. And (Sherman, 2003:1) on his book state that Video allows us to introduce any aspect of real life into the language learning environment, contextualizing the learning process. In fact, video is a useful because It can provide information, explain the process, explain complicated concept and the most useful of this media can shorten or lengthen the time in teaching and learning process.

b. The Benefits of Using Video as Media

In teaching and learning process, especially in English learning the use of media is very useful. Media is not only teaching aid but also as a tool to deliver the message of learning from the teachers to the students. The use of media, especially video will help the teacher to reach the learning goal. It is stated in Arsyad (2009:26) some reasons the teacher should use video as media in teaching:

The first is video can give the same perception about the lesson to the teacher and student, so that avoid misunderstanding between teacher and students.

The second is video can solve the lack of students' boundary because of their cultural background such as different custom, norm, or belief. And also because of their environment background.

The third video can replace the role of teacher if the process of teaching learning in a long distance. In this situation video as the source. The fourth is the media can arouse the students' motivation in learning.

While Heinich et al (2005) proposed a several advantages which can be supplied by the video as the media for communicating information and knowledge that is:

- Video can display moving images (motion pictures), and can show the motion of the information contained inside. The ability to display elements of motion pictures is the attribute of the video as media.

- Video can show a process of gradual. Gradual movements can be shown effectively through this a medium. For example the growth of interest can be displayed with slow-motion techniques.

- Video can be used as a media safe observation. The pictures of objects are recorded in a video program can be safely observed by the viewers. The recorded object might pose a danger if it were observed directly. For example, chemicals used in an experiment would be dangerous if observed from nearby. However, if the chemical experiments recorded in the video program, then it can eliminate dangers caused.

- Video can be used to learn a particular skill or proficiency. Athletic lessons, for example, can be studied effectively through the medium of video. Existing facilities at the video as well as the ability to slow motion (slow motion) and dismiss a moving image (freeze frame) can be used to analyze specific parts or processes of a movement.

- Dramatization contained in a video program, can inspires the emotions of viewers of video media, therefore, can play a role in shaping the attitudes of individual and social attitudes. In the world of business and industry, the video medium is used to observe and analyze the social relations between individuals.

- Video can be used to perform the appreciation or an appreciation of another culture or ethnic nation. This medium can be used to record the ceremony or ritual that is unique and rare place in an ethnically, so that viewers can see the ceremony as a learning experience.

- Media video can be used to provide the same experience (common experience) against a group of viewers who are in a different place. The same experience, which can be broadcast through the medium of video, will encourage viewers to play an effective role in creating a discussion on a topic.

D. The Previous Study

The use of audio-visual as media especially English movie or video in teaching vocabulary has been previously studied by a previous researcher.

Naning Puji Rahayu conducted a study under the title "The Effectiveness of Using English Subtitled Video Towards The Students "Vocabulary Achievement of The First Grade Students At Mts Al-Huda Bandung". The sample of the research was 34 students. The design used was pre experimental research with one group pre test and post test. The materials given were noun, adjective and verbs. To analyze the data, the researcher used t-test formula. The result

showed that subtitled video is effective used in the students' vocabulary achievement.

The similarity of the present study and the previous study was in term of the research design. Both of the studies used pre experimental research with one group pre test and post test. Meanwhile, the difference of the two studies was in the way of giving treatment. In the previous study, the researcher gave the movie subtitle script, meanwhile in this study the researcher invited the students to watch the video with the provided subtitle, and the subtitled sricpt was not printed.

The other previous studied by previous researcher come from Aminah Ibrahim Abbad by the title "The Effectiveness of Teaching Vocabulary by using Cartoon Film Toward Vocabulary Mastery of Fourth Grade Students of MI Al Hidayah 02 Betak Academic Year 2011/2012".

The result shows that the use of Cartoon Film in teaching and learning English is effective and could develop the students' vocabulary. Alternative hypothesis (Ha) which states using Cartoon Film is effective to develop students' vocabulary is clearly accepted, and the null hypothesis (Ho) which states that there is no effectiveness of using Cartoon Film to develop students' vocabulary is rejected.