

CHAPTER II

REVIEW OF RELATED THEORIES

In this chapter contains the definition of vocabulary, the importance of vocabulary, the kinds of vocabulary, teaching English vocabulary, media in teaching English, definition of cartoon video, cartoon video as teaching media, the benefits of using cartoon video as teaching media.

A. VOCABULARY

1. Definition of Vocabulary

Vocabulary is one of the important elements in language that cannot be separated from learning English. Vocabulary is an important elements which influence the four English skills that are listening, speaking, reading, and writing. It is difficult to master the four language skills without mastering or understanding a number of vocabularies because it is fundamental in language learning.

Vocabulary in Oxford Dictionary is defined as the body of words used in a particular language or in a particular sphere of activity. According to Cambridge Dictionaries defines vocabulary in two statements;

- a. Vocabulary is all the words known and used by a particular person
- b. Vocabulary is all the words which exist in a particular language or subject.

According to Wikipedia, the free encyclopedia defines vocabulary as:

- a. All the words known and used by a particular person
- b. The set of words within a language that are familiar to a person
- c. A list of words and often phrases, usually arranged alphabetically and defined or translated, a lexicon or glossary.

There are some experts who give definition of vocabulary. Hatch and Brown (1995: 1) defined vocabulary is a list or set of words for a particular language or a list or set of word that individual speaker of language might use. According to Cahyo (2011: 107) vocabulary are all the words in particular language. According to Nunan (1999: 101) vocabulary is more than list of target language words. It is intimately interrelated with grammar.

Based on the explanation above, it can be concluded by researcher that vocabulary is considered as the most important part in learning a language. It is impossible for the students to listen, speak, read, and write a foreign language without having enough knowledge of the vocabulary. It must be mastered by the students as a core component of language proficiency in their learning process.

2. The importance of vocabulary

Vocabulary is very important to learn, because it is the key and basic component to master in four English language skills. Vocabulary is an

important component of language proficiency and its influence how the learners listen, speak, read, and write.

Nunan (1999:103) states that if one has extensive vocabulary, it is possible to obtain meaning from spoken and written text, even though one does not know the grammatical structures in which the text are encoded. Wilkins (1982: 111) also states that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. It means that vocabulary is more important to be learned first than grammar in language learning. In addition, vocabulary is main aspect to make a sentence, learner can not make or understand a sentence well.

3. The kinds of vocabulary

According to Harmer, there are two kinds of vocabulary. They are active vocabulary and passive vocabulary (Harmer, 1991: 159):

a. Active vocabulary

Active vocabulary is made up of words that come to our mind immediately when we have to use them in a sentence, as we speak. Active vocabulary is used in oral and written expression by the students. The words that the students understand well enough they use the words effectively in both speaking and writing.

b. Passive vocabulary

Passive vocabulary is a rough grouping of words we understand when we hear them. We often get passive vocabulary in our daily life.

Passive vocabulary is deals with words the students will recognize understand in a context that helps them recall the word meaning. The students usually apply passive vocabulary in listening and reading materials.

Based on definition above, in English language skills are divided into two kinds of vocabulary. The words that we produce in speaking or writing are called active vocabulary. The words that we caught from listening, reading are passive vocabulary.

In addition, Haycraft quoted by Hatch and Brown (1995), divides two kind of vocabulary, there are receptive and productive vocabulary,

a. Receptive vocabulary

Receptive vocabulary is words that they learns recognize and understand when they are used in the context, but which they cannot produce. Receptive vocabulary is used passively in either listening or reading. There are two units of receptive vocabulary namely, listening vocabulary and reading vocabulary. Listening vocabulary is every word that can be recognized when listens to speech or conversation. Reading vocabulary is every word that can be recognized when reading. This is generally the largest types of vocabulary because people tends to be exposed to words more by reading than by listening. These are words that are often less well-known to students and less frequent in use.

b. Productive vocabulary

Productive vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. These are two units of productive vocabulary, those are speaking vocabulary and writing vocabulary. Speaking vocabulary is every word that is used by the person in speech. Writing vocabulary is every word that is used in numerous forms of writing from formal essays to twitter feeds. These are words that are well-known, familiar, and used frequently.

In addition, Aebersold and Lee (139) also identifies the categories of knowledge about vocabulary:

- a. Form: readers recognize the word in print and distinguish its various grammatical forms (noun, verb, adjective, adverb).
- b. Position: readers know the grammar pattern and structures in which a word can occur and the words that frequently appear before after it, the collocations.
- c. Function: readers know how common or rare the word is and what types of situations and texts it would most likely occur.
- d. Meaning: readers know the various meanings and nuances of word as well as its synonyms.

4. Teaching English Vocabulary

Teaching English vocabulary is not easy. The English teacher had better teach English vocabulary first than other aspects of this language. If

students know more vocabulary, it will be easy for them to learn another aspect of English language. There are explained approaches and essential steps in teaching and learning vocabulary:

1. Approaches in teaching and learning vocabulary

According to Hatch & Brown (1995:368) vocabulary learning is often divided between intentional learning and incidental learning.

- a. Intentional Learning: is defined as being designed, planned for, or intended by teacher or student.
- b. Incidental Learning: as the type of learning that is by product of doing or learning something else.

2. The strategies in teaching vocabulary

According to Seal (1991) divides vocabulary teaching into planned and unplanned activities. Unplanned vocabulary teaching happens when the student requests a meaning for a vocabulary item during a lesson or when the teacher realizes that a word that has just come up needs to be clarified. Seal suggests the three C's (convey, check, consolidates) for use in this situation. First, the teacher conveys the meaning by using mime, synonyms, or anecdote. Second, the teacher checks that the meaning is understood by a series of questions. Third, the teacher consolidates the information by trying to get the students to relate the word to another context or personal experience.

Written activities can be added as simple as asking students to write a sentence for each word studied. Sugawara (1993) states that having students answer questions that necessitate use of the word in the answer also helped students learn words and feel confident in their use.

3. Principles for teaching vocabulary

According Nation (2001: 384), the principles focus on vocabulary teaching on the assumption that learners can be taught and can teach themselves. These principles should have a major influence:

a. Content and sequencing

This principles about what vocabulary is focused on a any particular stage of a course, how is focused on (word and strategies) and how it is ordered.

b. Format and presentation

This is most visible aspect of course design and involves the general approach to vocabulary teaching, selection of the teaching and learning techniques, and their arrangement into a lesson plan.

c. Monitoring and assessment

This section is intended to track students' progress and the quality of their learning. Monitoring and evaluation thus consist of how learning is leared.

d. Evaluation

It tries to determine how good a course is “Good” can be defined from various view point.

4. Essential steps in vocabulary learning

According to Hatch and Brown (1995-372) the five essential steps are:

a. Encountering new word

The first essential steps for vocabulary learning is countering new words, that is, having a source for words. The students’ strategy here include learning new words by reading books, reading newspaper and magazines.

b. Getting the word form

The second step essential to vocabulary learning appears to be getting of a clear image-visual or auditory or both of the form of the vocabulary item. The important of having clear image of the form of a word become apparent when we think about what happens when we try to retrieve word.

c. Getting the word meaning

The third step is getting the word meaning. In getting the word meaning, students can get by reading a text or through visual technique or verbal technique.

d. Consolidating word form and meaning in memory

In order to remember to vocabulary that has been required before, the consolidating word form and meaning in memory is needed. In this

step, students do the exercises in order to make strong memory connection between the form and the meaning.

e. Using the word

The last step in learning words is using the words. By using the words, the students seem having a mild guarantee that words and meaning will not fade from memory once they are learned.

Learners need all five steps in order to have a full knowledge of the words they want to learn.

B. MEDIA IN TEACHING ENGLISH

1. Definition of Media

Media is a channel of communication. Derived from the Latin word meaning “between”, the term refers to anything that carries information. According to Heinich in (Daryanto, 2010:4) Media is an intermediary or introductory between a speakers to the listener in the communication. So, the media as a link between communicator and the communicant. 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 audio visual.

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. The use of media can help the teacher reach the instructional aims.

2. Kind of Teaching Media

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

There are:

a. Visual

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, filmstrip, transparency, miniatures, text, real things, micro projection, bulletin board, illustration, chart, graphic, poster, map, and globe.

b. Audio

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 media are: radio, phonograph record, tape recorder, electric transcript, cassette, compact disc.

c. Audio Visual

Audio visual media is media that is audible and visible. Audible can be heard, and visible can be seen. Audio visual media need mechanic and electronic machines to show the audio and visual messages. According to Arsyad (2009:31) that there are some characteristics of audio visual media: linearity, show dynamic visual, can be implemented by using the ways which started by the maker, as physical representation of real or abstract ideas, it was developed based on behaviourism psychology and cognitive principle, teacher oriented through the low student's interactive involve level. The kinds of this media such as: film, television, video, movie, and three dimensions things.

C. CARTOON VIDEO

1. Definition of Cartoon

A cartoon is a simple picture of an amusing situation, sometimes it is a satirical comment on a serious or topical issue. Cartoon is a method of conveying a specific message. According to Sadiman (2010: 45) cartoon as one of graphic communication form is representative picture which use symbols to convey the message quickly and briefly. Cartoon is one the major form of graphic communication, they have the power to capture attention and influence attitudes and behaviours. And usually cartoons convey the messages in a simple picture. And the message can be delivered briefly, so that it will give more impression.

2. Definition of Video

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. According to Sherman (2003:1) video allows us to introduce any aspect of real life into the language learning environment, contextualizing the learning process.

Actually the purpose of this media is for entertainment, documentation, and education. It can provide information, explain the process, the complicated concept and the most useful of this media can shorten or lengthen the time in teaching and learning process.

3. Cartoon video as teaching media

Cartoon video is a movie in the form of two dimensional illustrated visual arts. There are many tools can be used to deliver message to students. In this research, the researcher used cartoon video as the media to teach English vocabulary. The use cartoon video as media in teaching learning process is a fun and motivate to the students, because cartoon video keep the students from getting bored and make students learn their material easier.

Cartoon video are able to communicate better than other media. Beside of the use of visual aid as media, it also can be used as a way to transform messages or learning information. By using cartoon video, students are not only learning about the message, but the students also

need learn some characters, expression from the video presented. Cartoon video is a media which have a very big ability in helping teaching learning process. So, we can call the cartoon video as one of educational media.

4. The benefits of using video as media

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:

- a. Video can give the same perception about the lesson to the teacher and student, so that avoid misunderstanding between teacher and students
- b. Video can solve the lack of students' boundary because of their cultural background such as different custom, norm, or belief. And because of their environment background.
- c. Video can replace the role of teacher if the process of teaching learning in a long distance. (Video as the source).
- d. This media arouses the students' motivation in learning.

While Sadiman (2010:74) states the benefit of video as audio visual media in learning. There are:

- a. Video can attract students' attention in short period from outside stimulation.
- b. By using video tape record tool, the viewer can get the information from experts.

- c. Using video is shorten time and it can be replied.
- d. The quality of sound can arranged, loud or low sound.
- e. The picture can be paused, the teacher take the control where she pause the video.
- f. It does not need dark room in playing the video.

From the explanation above, there are so many advantages by the use of video in teaching and learning process, it will help the teacher to deliver the lesson as effectives as possible although in limited time.

D. PREVIOUS STUDIES

There are some studies that used similar topic for teaching English vocabulary. From the previous study, we know that cartoon video effective for students. So, this research is strengthen to previous study. Here are some previous studies which will be a guideline for the researcher in conducting the research. The first relevant study is conducted by Mustikawati, Arum (2013), entitled **“The Effectiveness of Using Video in Teaching Speaking for the Eight Grade Students of SMPN 1 Manisrenggo”**. The result of shows that there is a significant difference in the speaking ability between the students who were taught by video and those who were taught by using textbook-based technique. The significance value calculated 0.000 is smaller than 0.05 (P-value = 0.000 < 0.05). Therefore, the hypothesis of this study is accepted. It means that the video technique significantly improves the students’ speaking ability in the

English teaching at SMPN 1 Manisrenggo. The differences between which research is conducted Mustikawati use quasi-experimental, while this research uses pre-experimental research design to analyze the data. And the object of Mutikawati conduct of Junior High School.

The second, from English journal (Millah, Nor Hidayati, 2019) entitled **“The Effectivenss of using Cartoon Videos in Teaching Speaking to the Students of SMPN 2 Rantau Kalimantan Selatan in Academic Year of 2013/2014”**. The research findings show that there is a significant difference in students’ speaking ability between the experimental group taught by using conventional method. It can be conclude that the implementation of using cartoon videos as media in teaching speaking recount text was effective. The third research was conducted by Pangestuti (2014), entitled **“The Effectiveness of Using Cartoon Video in Teaching English Vocabulary at The Second Grade Students of SMP Islam Gondang”**. The purpose of the research is to find out whether there is any effectiveness using cartoon video to teach vocabulary at second grade Junior High School. The result of this study that there is any significant differences between before teaching English vocabulary by using cartoon video and after teaching English vocabulary by using cartoon video. So, it can be conclude that by using cartoon video is effective. Because by using cartoon video indicate the students easy to understand some vocabulary. The differences between research which is the object of the study. Pangestuti conduct research at the second grade of

Junior High School. Meanwhile, this study conducts the research at fifth grade of elementary school. Another different is the item test of the pre-test and post-test. Pangestuti used the text in the form of narrative text and the kinds of test are 20 gap filling (missing word) and 20 matching the words. Meanwhile, in this study used 20 multiple choice item test.

The fourth research was conducted by Hasanah entitled “**The Effectiveness of English Cartoon Movie toward Vocabulary Score at The Seventh Graders of MTs Muslimat NU Palangka Raya (2016)**” is aim to measure any significant effect of English cartoon movie toward students’ vocabulary scores at the seventh graders. The finding showed the students who taught with cartoon movie have better vocabulary score that the students who taught without cartoon movie. The differences between research which is conducted Hasanah use quasi experimental design, while this research uses pre-experimental research design to analyse the data. Another differences is the object of the study. Hasanah conduct research at the seventh grade. Meanwhile, this study conduct at fifth grade.

Fifth, is by Mukti (2012), entitled “**Improving Students’ Vocabulary Mastery Using Cartoon Film**”. The research aimed to find out whether or not cartoon film can improve students’ vocabulary mastery and to describe the situation when the cartoon film is implemented to teach vocabulary at the seventh grade. The result of the study it can be inferred that the use of cartoon films in teaching vocabulary is effective and attractive. The differences between research which is conducted by Mukti with this research is located on the research design, Mukti use classroom

action research, while this study uses pre-experimental research design. Another differences is the object of the study. Prima conduct research at seventh grade junior high school. And in this study conducts the research at fifth grade of elementary school.

The next previous study from Wafi (2013), entitled “**The Effectiveness of Using Animated Pictures Program in Learning English Vocabulary Among the Fifth Graders in Gaza**”. The research is aimed to investigate the effectiveness of using animated pictures program in learning English vocabulary among the fifth graders in Gaza. The result of the study is the study recommended the necessity of implementing the animated pictures program in teaching English vocabulary to bring about better outcomes in students’ achievements of English language. It was also suggested that further research should be conducted on the effect of the animated pictures program on different dimensions of learning English language and other school subject.

The other previous study is from Anggraini (2008), entitled “**The Use of Cartoon to Improve Students’ Vocabulary at Min Srebegan in 2007/2008 Academic Year**”. The research is aimed to describing the implementation of teaching vocabulary using cartoon picture to the fourth grade. The result of the study is the implementation of cartoon is effective to be implemented in teaching English vocabulary mastery. The differences of Angggraini’s research and this research is located on the independent variable. She uses cartoon picture as the independent variable, while this research uses cartoon video as the independent research.

Therefore, Anggraini conducts classroom action research (CAR), while this study conducts Pre-experimental research design. Another differences is the object of the study. Anggraini conduct research at the fourth grade of elementary school. And this study conducts the research at fifth grade.

The last conducted by Ahirudin (2018), **“The Effect of Using Subtitled Animated Cartoon on Students Vocabulary Mastery”**. The result of this study that the group was taught by using Subtitled Animated Cartoon got a better achievement than the group which was taught through conventional method. Subtitled Animated Cartoon was more effective to investigate the students achievement on vocabulary mastery. It could make students to be more and interest in teaching learning process. The different between this study and the previous study was teaching technique, and design of the research. The research design of the previous study is a quasi experimental research, while in this research use pre-experimental research design. The previous study conducts research at the second grade of Junior High School. And this study conducts at fifth grade of elementary school.