

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses about some topics related to the definition of vocabulary, the kinds of vocabulary, the strategies in teaching vocabulary, the creativities in teaching vocabulary, the importance of vocabulary, the definition of media, the types of media, the principles of teaching media, the characteristic of good teaching media, the importance of media in teaching vocabulary, the definition of creativity, the characteristics creativity, The importance of Teacher's Creativity and the previous of study.

A. Vocabulary

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. So, vocabulary is very important and the basic factor necessary for mastering a language.

1. The Definition of Vocabulary

English has three components: vocabulary, grammar and pronunciation. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. There are many definitions of vocabulary which are defined by experts. However, it is impossible to discuss all of them, so the writer only chooses several of them.

According to Penny Ur (1996:60),” Vocabulary is one of the most important aspects in language teaching, beside grammar and pronunciation. As a stock of words used by a person, it can be defined, roughly as the words we teach in the foreign language”. It means that vocabulary cannot be separated from the teaching of English.

Meanwhile, Finnochiaro (1989:40) states that “Vocabulary is a set of words known to person or either entity or that is part of specific language”. The vocabulary of person is defined either as the set of all the words that are understood by the person or the set of all words likely to be used by that person when constructing new sentences.

In addition, Grambs David (1984:133) defines that vocabulary as a list of words usually defined and alphabetical as in dictionary or specialized glossary; complete word stock of language: Some corpus of word used in a sub language or by a group, class or individual; scope of diction; command of words or range of expressions. It means that vocabulary is a list or set of words that are used by person, class, profession, in the communication in every aspect such as in trade, Education, and business to maintain all information and make up language.

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because if we want to be able to speak, write, and listen nicely, we have to know vocabulary first. A person said to “know” a word if they recognize its meaning when they see it.

By the definition, the researcher can accumulate that vocabulary is the bones of a language. It makes possible on could express something or message to another, read different books or subjects, and also deals with foreign language.

2. Kinds of Vocabulary

According to S. H. Burton and Humpries (1992:100), there are two kinds of vocabulary used by the people for communication, namely: general and special vocabulary. General vocabulary is all of the words that are used in general; there is no limit of field or users, general in meaning and use. Special vocabulary is all of the words that are used in a certain field or job, profession or special science, for example: politicians, journalists, and lawyers. All these have specialized vocabulary arising from particular circumstances of their lives and work.

According to Miller (2000:178) Vocabulary refers to the words we must understand to communicate effectively. Educators often consider four types of vocabulary, they are:

a. Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other there.

b. Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused—though slight and unintentional, may be compensated by facial expressions, tone of voice, or hand gestures.

Based on the kinds above, students cannot understand a text without knowing what most of the words mean. They learn the meaning of most words indirectly, through everyday experiences with oral and written language. Other words are learned through carefully designed instruction.

3. The Strategies in Teaching Vocabulary

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. 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 vocabulary is important in language acquisition. Because without vocabulary is certainly the every human will experience the difficulty and complexity in communications with the others.

Strategies are specific methods of approaching a problem or task modes of operation for achieving a particular and, planned design for controlling and manipulating certain information (Brown 2000:113). While teaching strategy refers to a pattern of teaching acts that serves to attain certain outcomes. A teaching strategy is a purposefully conceived and determined plan of action. Teaching strategy is very much important for smoothed transaction of curriculum.

According to Flannigan & Greenwood (2007:226) teachers should keep four factors in mind when they consider strategies to teach vocabulary: (1) the students that they are teaching, (2) the nature of the words they decide to teach, (3) their instructional purposes in teaching each of those words, and (4) the strategies they employ to teach the words.

Based on the meaning above, strategy is needed in teaching process .It can adapted to any teaching style and situation. The strategies function not only to assist the students to grasp meaning of the words easily, but also make the variation of teaching in order to avoid the passive class.

Vocabulary teaching strategy is action taken by the teacher to teach or practice target vocabulary. According to Nation (1990:66), there are three kinds of vocabulary teaching strategy:

a. Presentation strategies

In this strategy, the target vocabulary is introduced for the first time. These will involve either presentation of the meaning or the form. In presenting the meaning the teacher can use:

- 1) Visual strategy like the use of picture, body action, real object or video.
- 2) Verbal presentation strategy like definition translation, and exemplification
- 3) Audio presentation strategy like imitation of sound or having learners listens to a tape recording

Form presentation focuses on the pronunciation or spelling of the word and includes strategies like the teacher's modeling of the target word.

b. Practice strategies

This strategy involves classroom review of the previously introduced vocabulary as well as homework (e.g. classroom test, games, semantic maps, written repetition).

c. Strategies for strategy training

The purpose of strategy training is to teach learners strategies for independent vocabulary learning like guessing from context, word building, dictionary use and keeping vocabulary notes.

Hammer (1991:161) suggests other strategies that teachers can use to help their students practice vocabulary:

a. Thumbs-Up!

The teacher says a definition of a vocabulary word. If the students know the word, they raise their hands in a thumbs-up position. The teacher then count to three, and the students quietly say the word.

b. Find the word

The teacher says a sentence but omits a vocabulary word. Each student has a pile of cards with a vocabulary word on each and puts the card with the missing word face down on his or her desk. On the count of three, the students turn their cards over.

c. Act it out

Students take one card each from a pile of cards, each one of which has a vocabulary word on it. One student is chosen to act out the word on his or her card while classmates try to guess what the word is. Whoever answers correctly gets to act out his or her word next.

d. Bingo

Each student makes a bingo card that features lines of vocabulary words in place of numbers, writing the words in random order so that all of the cards are different. The teacher reads a definition, and students mark the attendant word on their cards. The first student to mark all of the words in a line on the card calls “Bingo” and becomes the next caller.

e. Beach ball vocabulary

The teacher writes the vocabulary words on a beach ball and asks the students to stand in a circle. The teacher then throws the ball to a student, who reads the word that is under his or her thumb and defines it.

f. Word search vocabulary

The teacher has students create a word search game on graph paper using their vocabulary words. Instead of providing a list of the word to be found, the students list the words' definitions as clues. When they are done, the students solve each other's puzzles.

g. Find the transition word!

The teacher asks students to find the transition words (e.g. because, however, so, and, if) that link, break, or contrast clauses in a discussion.

h. Presentation

Not all vocabulary can be learned through interaction and discovery techniques are possible, however, they are not always the most cost effective. There are many occasions when some form of presentation and explanation is the best way to bring new words into the classroom. In this technique, the teacher can use media such as: realia and pictures.

i. Mime, action, and gesture

It is often possible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions in particular are probably better explained by mime. Gesture is useful for explaining words like form or indicating that the past is being talked about (the teacher gestures backward over his shoulder).

j. Contrast

We saw how relations exist because of their sense and thus can be used to teach meaning. We can present the meaning "empty" by contrasting it with "full", "cold" by contrasting with "hot", "big" by contrasting it with "small". We may present these concepts with pictures or meaning we ensure our student's understanding. This technique gives a solution to make it easy to get the meaning of the word. Contrast is the same with antonym words.

k. Explanation

Explanation the meaning vocabulary item can be very difficult the teacher grammatical explanation can be, especially at beginner middle level. It will be important, if giving with explanation includes information about when the items can be used.

l. Translation

Translation is a quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words, and in the second place, it may make it a bit too easy for student by discouraging them from interacting with the words.

Harmer (2001: 155) gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

a. Demonstration

The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

b. Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

c. Discovery

The students can be encouraged to understand new language form by discovering them in a text or by looking at grammatical evidence in order to work out a grammar rule.

d. Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

e. Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

4. The Creativities in Teaching Vocabulary

According Morris (2006:4) creative teaching may be defined in two ways: firstly, teaching creatively and secondly, teaching for creativity. Teaching creatively might be described as teachers using imaginative approaches to make learning more interesting, engaging, exciting and effective. Teaching for creativity might best be described as using forms of teaching that are intended to develop students own creative thinking and behavior. However it would be fair to say that teaching for creativity must involve creative teaching. Teachers cannot develop the creative abilities of their students if their own creative abilities are undiscovered or suppressed.

Teaching with creativity and teaching for creativity include all the characteristics of good teaching – including high motivation, high expectations, the ability to communicate and listen and the ability to interest, engage and inspire. Creative teachers need expertise in their particular fields but they need more than this. They need techniques that

stimulate curiosity and raise self-esteem and confidence. They must recognize when encouragement is needed and confidence threatened. They must balance structured learning with opportunities for Self-direction; and the management of groups while giving attention to individuals.

When it comes to teaching academic vocabulary, teacher can have students endlessly copy new words into their notebooks or use new words in a sentence over and over. Or teacher can get a little more creative. Here are some of our favorite ways to shake up word instruction:

- a. Post a bulletin board “graveyard” of overused words** such as *said*, *nice*, and *good*. Have students write livelier alternatives to these “dead” words on paper tombstones.
- b. Invite students to take turns choosing an unusual word of the day from the dictionary.** The student should present the word to the class, and for the rest of the day everyone’s challenge is to use the word in conversation.
- c. Use online resources to boost vocabulary.** Kids love technology-go online to find games that do double duty of entertaining kids and teaching them new words.
- d. Stock up on vocabulary-boosting board games,** such as Boggle, Scrabble, and Balderdash. When students finish an activity early, invite them to play one of the games with a partner.

- e. **Have students go on a newspaper or magazine scavenger hunt**, looking for unknown words that begin with every letter of the alphabet. Students can trade lists with a partner and look up the words in a dictionary.
- f. **Invite students to brainstorm all of the words they can think of that describe a certain object**, such as a hamburger, a seashell, or a jack-o'-lantern. Encourage kids to think of words that appeal to each of the five senses.

5. **The Importance of Vocabulary**

Teaching vocabulary is very important. It is very important because without vocabulary students cannot speaking, writing, and cannot understand the meaning of sentences or cannot understand what the people said.

The importance of vocabulary knowledge in communicative competence has similarly been stressed by Edinburgh Gate (2002:13) who has argued that “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. However, vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary.

B. Media

Every media is a means to an end or to a goal. Many teachers use media to teach and it can awaken and stimulate students' motivation to learn. This section will explain more about media.

1. The Definition of Media

According to Gerlach & Ely (1971:241), media is any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills, and attitudes. In this sense, teachers, textbooks, and school environment is a medium. More specifically, the notion of media in teaching and learning tends to be interpreted as graphics tools, photographic, or electronic to capture, process, and reconstitute the visual or verbal information.

Other restrictions also have been put forward by experts; some of this will be given below. According to Gagne 'and Briggs as quoted in Arsyad (2009: 4) instructional media implicitly includes physical tools that are used to convey the contents of teaching materials, which consist of, among others, books, tape recorders, cassettes, video camera, video recorder, movie , slides (picture frame), photographs, images, graphics, television, and computer. In other words, the media is a component of learning resources or physical vehicle containing instructional materials in the student environment that can stimulate students to learn.

According to Arsyad, the use of media in teaching and learning has practical values as follows:

- a. Media can cope with the limited experience of the students. The experience of each individual as diverse as family life and society determine the kinds of experiences that owned them.
- b. Media can overcome the classroom.
- c. Media allows a direct interaction between students and the environment. Physical and social symptoms may be invited to communicate with it.
- d. Media produce uniformity observation. The observations made students can jointly direct to things that are considered essential in accordance with the objectives to be achieved.
- e. Media can instill the basic concepts right, concrete, and realistic. Use of media, such as; pictures, movies, models. Graphs, and others can provide the basic concepts right.
- f. Media can generate new desires and interests.
- g. Media can awaken and stimulate students' motivation to learn. Installation images on bulletin boards, screening and listening to audio programs can lead to certain stimuli towards a desire to learn.
- h. Media can provide an integral experience of the concrete to be held by each abstract

2. The Types of Media

Media is an instructional component that includes the message, people, and equipment. The development of instructional media keeps up with technology. Based on the development of these technologies,

according to Seels & Glasgow as quoted in Arsyad (2009: 33) the type of media is divided into two broad categories, namely traditional media choice and the choice of cutting-edge technology media.

a. Traditional media choice

1) Visual silent projected

Example: projection opaque (opaque), overhead projection slides, filmstrips, etc.

2) Visual are not projected

Example: picture, photograph, posters, charts, graphs, diagrams, expo, information boards, etc.

3) Audio

Example: the recording disk, tape, reel, cartridge, etc

4) Multimedia Presentation

Example: slides plus noise (tape), multi-image, etc.

5) Visual dynamic projected

Example: movies, television, video, etc

6) Print

Example: text books, modules, workbooks, scientific magazine, hand-outs, etc.

7) Game

Example: puzzle, simulation, board games, etc.

8) Realia

Example: models, specimens, manipulative (folder, doll), etc.

b. Selection of cutting-edge technology media

1. Media-based telecommunications

Example: teleconference, distance learning, etc.

2. The microprocessor-based Media

Example: Computer- assisted instruction, computer games, intelligent tutoring systems, interactive, hypermedia, compact (video), etc.

According to Setyosari (2005), media classification can be divided into two parts, namely the two-dimensional media and three-dimensional media. Similarly, in the presentation, there was media presentation using the media projection and some are without projection, so the classification is as follows:

a. Two-dimensional media

This is media that appearance without the use of medium-sized projections and the length times the width and can only be observed from one direction only view. Two-dimensional media can be seen, for example maps, pictures, charts, etc.

b. Three-dimensional media

This is a media appearance without the use of media projection and has a length, width, and height / thickness and can be observed from any direction of view. This media is both the shape and size can be

seen from any angle. For example chairs, cars, houses, shoes, books, and partly.

c. Media silence view

This is media which only use projection display still images on the screen. This media is not moving (static). Such as images, text, or pictures of animals that can be projected.

d. Media viewpoint motion

This is a medium that uses a projection and can display moving images on the screen. Some media are included, for example television, VCD, DVD, computer, and others.

3. The Principles of Teaching Media

According to Taxonomy Leshin in Arsyad (2009:81) media have the principles of use and development of instructional media, they are:

a. Human-based media

It is the oldest media used to transmit and communicate the message or information. For example, teachers, instructors, tutors, role playing, group activities, and others.

b. Print-based media

It is a medium that is used to make the material into a text-based interactive media. For example, textbooks, handbooks, journals, magazines and loose sheets.

c. Visual-based media

It is a medium used for understanding and strengthens memory. Visual can also cultivate students' interest and can provide the relationship between the contents of the subject matter with the real world. For example, the image representations (drawings, paintings, photographs), charts, maps, graphs, etc.

d. Audio-visual-based media

It is a medium that is used to combine the use of sound that requires additional work to produce it. For example, video, film, television, slide along the tape.

e. Computer-based media

It is a medium that provides information and additional help in learning. For example, computer-assisted instruction and interactive video)

4. The Characteristic of Teaching Media

According to Arsyad (2009:12) there are three characteristics of media that an indication of why the media is used and nothing can be done by the media that the teacher may not be able (or less efficient) to do so.

a. Fixative Property

This characteristic describes the media's ability to record, store, preserve, and reconstructs an event or object. An event or object can be sorted and rearranged with media such as photography,

video tape, audio tape, computer diskettes, and movies. An object that has been photographed (recorded) by a camera or video camera can easily be reproduced easily whenever required. With this fixative characteristics, allowing the media to a recording of events or objects that occur at a particular time are transported without knowing the time.

b. Manipulative Property

Transformation of an event or object is possible because the media has a characteristic manipulative. Events that take many days can be presented to students within two or three minutes with the technique of shooting time-lapse recording. Media capabilities of manipulative traits requires earnest attention because if there is a mistake in setting back the sequence of events or cutting parts are incorrect, there will be also an error of interpretation, of course, would be confusing and even misleading so as to change their attitude towards that is not detrimental.

c. Distributive Property

This characteristic enables an object or event transported through space, and simultaneously the incident served to a large number of students with the same stimulus relative experience of the incident. Media distribution is not limited to one class or several classes at schools in a particular area, but also the media, for

example video recording, audio, computer diskettes can be spread to all over the place whenever desired.

5. The Characteristic of Good Teaching Media

According to Heinich in Arsyad (2009:67) propose an effective media plan known as ASSURE. (ASSURE is abbreviation from Analyze learner characteristics, State objective, Select, or modify media, Utilize, Require learner response and Evaluate). They are:

- a. (A) Analyze the general characteristics of the target group, whether they are high school students or college, members of youth organizations, company, age, gender, cultural background and socio-economic, as well as analyzing their specific characteristics which include, among others, the knowledge, skills, and attitudes of their initial.
- b. (S) Stating or formulate learning objectives, namely behavior or what new capabilities (knowledge, skills, or attitudes) are expected to have and master students after teaching-learning process is completed. This objective will affect the selection of media and the sequence of presentation and learning activities.
- c. (S) Selecting, modifying, or designing and developing materials and appropriate media. If the material and instructional media that have been available will be able to achieve the objectives, content and media that should be used to save time, effort and cost. In addition to note whether the material and the media will be able to arouse the

interest of students, have the accuracy of the information, have good quality, and gives students the opportunity to participate.

- d. (U) Using materials and media. After selecting the proper materials and media, the necessary preparatory how and how much time are needed to use it.
- e. (R) Requesting a response from the students. Teachers should encourage students to give a response and feedback on the effectiveness of the learning process. Students can be a variety of responses, such as repeating the facts, put forward an overview or summary of information / instruction, or analyze alternative solutions.
- f. (E) Evaluating the learning process. The main purpose of evaluation is to determine the level of achievement of the students regarding the learning objectives, the effectiveness of media, approaches, and teachers themselves.

6. The Importance of Media in Teaching Vocabulary

In a learning process, two very important elements is the method of teaching and learning media. Both of these aspects are interrelated. Nevertheless, it can be said that one of the main functions of teaching media is as a teaching aid that also affect climate, conditions and learning environment organized and created by teachers.

According to Hamalik as quoted in Sadiman (1998:15), use of instructional media in teaching and learning can generate new desires and

interests, raise motivation and stimulation of learning activities, and even bring psychological influences on students. The use of instructional media at the stage of learning orientation will greatly assist the effectiveness of the learning process and delivering messages da nisi lesson at that time. In addition to arouse students' motivation and interest, learning media can also help students improve comprehension, provide attractive and reliable data, facilitate interpretation of the data, and condense information.

Instructional media, According to Dale in Arsyad (2009: 23), audio-visual materials can provide many benefits as long as the teacher plays an active role in the learning process. Teacher and student relationship remains the most important element in today's modern education system. Teachers must always be present to present the subject matter with the help of any media that can be realized the following benefits:

- a. Increasing mutual understanding and sympathy in the classroom.
- b. Breeds significant changes in student behavior.
- c. Demonstrate the relationship between the subject and the needs and interests of students by increasing student motivation.
- d. Bring the freshness and variety for the students' learning experience.
- e. Make more meaningful learning outcomes for the various abilities of students.

- f. Encourage meaningful utilization of the subjects with the imagination and involves active participation resulting in improved learning outcomes.
- g. Provide the necessary feedback that can help students discover how much they have learned.
- h. Completing the rich experience with the experience of meaningful concepts can be developed.
- i. Expanding insights and experiences that reflect student learning and make generalizations nonverbalistic right.
- j. Convince yourself that the order and clarity of mind that students need if they are to build structures and systems concepts meaningful ideas.

Based on the meaning above, media is be required teacher in teaching vocabulary in which is understood here to be teacher and classroom-oriented, needs to be established as an area of research which would ultimately lead to a theory of vocabulary teaching.

C. Creativity

In general, creativity is evidently to do with producing something original. Creativity must change the old concept, which says that education is a system, which factors had earlier collected, and maintained.

1. The Definition of Creativity

Creativity is the ability to create results that are new, innovative, have not been there before, interesting, and useful to society. According to Robinson (1999: 29), Creativity is obviously to do with producing something original. But there are different views of what is involved in this process and about how common the capacity for creativity is. According to Boulden (2006:11), Creativity is the process of challenging ideas and ways of doing things that have been accepted to find solutions or new concepts. Being creative means seeing ideas or objects in different contexts, with the inherent potential for them to be used in a different way or to express ideas that previously did not relate to each other, which together create something completely new.

According Mednick in Gerlovina (2011:7) considered much of the creative process to be outside of the immediate control of the individual. He believed that creative thinking was the process of forming associative elements into new combinations which are in some way useful, the more mutually remote these associative elements were, the more creative the process or solution.

Based on meaning above, Creative activity involves playing with ideas and trying out possibilities. In any creative process there are likely to be dead-ends: ideas and designs that do not work. There may be many failures and modifications and much refashioning of imaginative activity before the best outcomes. A similar process may then take place in terms

of the application of a creative outcome. Evaluating which ideas do work and which do not requires judgment and criticism. In this way creative thinking always involves some critical thinking. Understanding this is an important foundation for creative education.

2. The characteristic of Creativity

Creativity is obviously to do with producing something original. According Robinson (1999:30), there are four characteristics of creative processes. First, they always involve thinking or behaving *imaginatively*. Second, overall this imaginative activity is *purposeful*: that is, it is directed to achieving an objective. Third, these processes must generate something *original*. Fourth, the outcome must be of *value* in relation to the objective.

a. Using imagination

Imaginative activity is the process of generating something original: providing an alternative to the expected, the conventional, or the routine. This activity involves processes of thinking or behaving. The behavior may include activities where thought is embodied in the movement: such as in performance and other forms where there is not necessarily a pre figurative thinking. Imaginative activity is a form of mental play serious play directed towards some creative purpose. It is a mode of thought which is essentially *generative*: in which we attempt to expand the possibilities of a

given situation; to look at it afresh or from a new perspective, envisaging alternatives to the routine or expected in any given task.

b. Pursuing purposes

Creativity carries with it the idea of action and purpose. It is a sense, applied imagination. The imaginative activity is fashioned, and often refashioned, in pursuit of an objective. It occurs on the way *to* something: to meeting the overall objective, or to solving the central problem. Sometimes the objective changes as new ideas and possibilities come into view: sometimes, as with inventions and discoveries, new purposes are found when an initial product or idea has emerged.

c. Being Original

Creativity always involves originality. But there are different categories of originality.

1) Individual.

A person work may be original in relation to their own previous work and output.

2) Relative

It may be original in relation to their peer group: to other young people of the same age, for example.

3) Historic

The work may be original in terms of anyone previous output in a particular field: that is, it may be uniquely original.

There can also be degrees of originality within these categories: of greater or less originality in relation to individual or group output. Originality in creative work will often be judged to be of the first two categories. For reasons we come to, this can be of considerable importance in the general education of each individual.

d. Judging Value

The outcome of imaginative activity can only be called creative if it is of value in relation to the task at hand. 'Value' here is a judgment of some property of the outcome related to the purpose. There are many possible judgments according to the area of activity: effective, useful, enjoyable, satisfying, valid, and tenable. The criteria of value vary according to the field of activity in question.

3. The importance of Teachers Creativity

Teachers act as a key holder in the generation and development of the child's creativity. A teacher who wants to inspire creativity in young protégé, should first attempt so that he himself creatively. In general, a creative teacher who was never taught by people who are creative in an environment that supports it. Creativity must change the old concept, which says that education is a system, which factors had earlier collected, and maintained.

According to Quintin (2010:7), teachers' understanding of and belief in creativity is a promising starting point for any future educational

policy targeted at developing teaching practices and education in support of students' creative and active learning.

D. Previous Studies

There are some previous studies which are similar or in line related to the teaching vocabulary in using media. Here, the researcher summarizes some previous studies that can be used as guidelines for the researcher in conducting the new one, and explaining the way this study is different from the previous ones.

The first study was conducted by Titis Wulandari (2010) under the title "The Effectiveness of Teaching Vocabulary By Using Pictorial Board Game in Improving the Fifth Year Student's Mastery of Vocabulary, at SDN Setonorejo 1 Kras, Kediri". This study used pre-experimental design in which in which the researcher tries to use pictorial board game to improve teaching and learning process, especially in teaching vocabulary. The result of this study indicated that the students vocabulary mastery improved and significantly better than before taught by using pictorial board, so teaching vocabulary by using pictorial board game is effective to improve students' mastery on vocabulary.

The second study was conducted by Syiroj Ubaidillah (2012) under the title "Effectiveness of Using Papercraft in Teaching Vocabulary of the Fifth Grade Students of MI Mafatihul Ulum Balesono". This study used pre-experimental design in which the researcher tries to use papercraft media to

improve teaching and learning process, especially in teaching vocabulary. The result of study that the students get good achievement in vocabulary after taught by using papercraft, so teaching vocabulary by using papercraft is effective to improve students' on vocabulary.

Based on the previous studies above, the researcher tries the new way about using media for teaching vocabulary namely, teachers' creativity in developing and applying teaching media for teaching vocabulary in MTs Negeri, Tulungagung. This research use qualitative approach by using descriptive designs which researcher try to find out teachers' creativity in developing teaching media is effective to teach vocabulary in the classroom.