

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is one of the important components of language. Learning language cannot be separated from learning vocabulary. According to Hatch and Brown (1995: 1) vocabulary is one of the elements in learning a language; it means that vocabulary can support the other comprehension skill of English. Vocabulary is one of the language components which should be mastered by English learners. Vocabulary has a role, which parallels with phonology and grammar to help the learner master four language skills. Without good vocabulary mastery, anyone will have difficulty in speaking, reading, listening, and writing. Vocabulary acquisition could help people gain, understand, and also improve the process of transferring knowledge for a better life. In some literature, the researcher found several meanings of vocabulary. According to Linse (2000: 121), vocabulary is the collection of words than an individual knows. According to Richard and Schmidt (2002: 580), vocabulary is a set of lexemes, including single words, compound words, and idioms. From the statement, the researcher concludes that vocabulary means the total number of words

or phrases of a language, including single words and idioms that an individual knows.

Vocabulary is all the words that a person knows or uses. Moreover, Coxhead (2006: 1) stated that vocabulary is a central part of the language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances. The definition of vocabulary is clear enough that in most cases of human life, they use a set of words. Vocabulary is a powerful carrier of meaning. Vocabulary is regarded as the key to learning a language, especially English. The people who have enough vocabulary in English do not find difficulties in expressing their idea. The researcher has an opinion that vocabulary is one aspect of language which is important in learning a language because vocabulary carries a meaning which is used in communication. Without vocabulary, we cannot communicate with each other, and also without vocabulary, we cannot exchange our minds.

2. Types of Vocabulary

According to Read (2000: 154), vocabulary has some types that need to be learned. First, dealing with the characteristic of the words, vocabulary is divided into:

a. Active Vocabulary

Active vocabulary refers to the words which the students can understand and pronounce correctly can use in speaking or in

writing used by a person to encode their idea. Active vocabulary is also called productive vocabulary.

b. Passive Vocabulary

Passive vocabulary refers to the words which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing. Passive vocabulary is also called receptive vocabulary (Aebersold and Lee, 1997: 139). The group of passive vocabulary is usually larger than the one of active vocabulary. Both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching a foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skills; speaking, writing, reading, and listening.

Second, Nation (2001: 11) states that dealing with frequency and range of vocabulary often occurs in the language, it can be divided into four levels as follows:

a. High-Frequency Words

High-frequency words are vocabulary that has mostly appeared in the text. The appearance is about 80% up to 90% of overall the text. Almost 80% of the running words in the text are high-frequency words. In short, high-frequency words can be found in written and spoken text easily. Students are familiar with those words.

b. Low-Frequency Words

Low-frequency words are the vocabulary that is rarely used in English. The usage of these words is limited, it's only 5% of the overall vocabulary in the text. Low-frequency words are the group of words that we rarely met because it does not include high-frequency words, academic words, or even technical words.

c. Academic Words

Academic words are vocabulary that generally appears in scientific or academic text. Nation (2001: 12) revealed that the text is from the academic text: policy, phase, adjusted, sustained. Typically, those words make up about 9% of the running words in the text. Academic words can help students to understand the scientific text. Then, the vocabulary is very important for someone who uses English for academic purposes.

d. Technical Words

Technical words are vocabulary that has a special meaning that is very closely related to the topic and subject area that are studied. Those words can be found in particular areas such as economics, electronics, and geography. People who know these words are people who have more knowledge in those areas than others. The amount of this word is more than 1000 in the dictionary.

3. Teaching Vocabulary

Teaching is a process of transferring knowledge and information from the teacher to the students. Teaching vocabulary is a complex task because it includes the meaning of the words. A good teacher should use appropriate techniques so that the learning objectives will be achieved. The teaching of vocabulary is not easy to do and of course more than just presenting new words. Some people think that teaching vocabulary only wastes the time because vocabulary is unlimited. Teaching vocabulary is an activity where the teacher gives the student knowledge about vocabulary and how to use it in daily life (Hornby, 1995: 125). Teaching vocabulary plays important role in the acquisition foreign language. For this reason, the teacher should pay more attention to the teaching and learning of English vocabulary for children as learners. The teacher should choose and apply some teaching techniques and media that are suitable for the student's needs based on the curriculum. To achieve the goal of teaching vocabulary is required the creativity of teachers to organize learning vocabulary in accordance with the context that will be taught.

Brown (2001: 377) proposed some guidelines of communicative instructions in teaching and learning vocabulary:

- a. Allocate specific class time to vocabulary learning.
- b. Help students to learn vocabulary in context.
- c. Play down the role of bilingual dictionaries.

- d. Encourage students to develop strategies for determining the meaning of words.
- e. Engaged in 'unplanned' vocabulary teaching.

In teaching vocabulary, the teacher has a responsibility to make students successful. The teacher is a guide who helps the students in discovering the meaning of the word. The purpose of learning vocabulary is to know the meaning of the words or to understand the meaning of the words, not just to memorize or write what the teacher speaks.

B. Media

1. Definition of Media

Learning is an activity to help students to gain new knowledge from the teacher (Nurhayati, 2020: 1). The process of learning is a process among learners, teachers, and the learning media. In education, media is needed especially by teachers which are required to be creative in the use of teaching materials to facilitate students' understanding of the material. Media is things or tools that can be used to send a message and can stimulate the mind, can generate attention, excitement, and willingness of the learners that can foster learner's self in the teaching and learning process. Media is also called everything that can be used in teaching and learning to give information, messages, feelings, concerns, and can stimulate the ideas

of learners. Daryanto (2011: 5) says that media are tools to send messages and information to the receivers. Media has function as a mediator to bring information from a sender (teachers) to the receiver (students). Media can be a combination of text, graphics, animation, sound, and video. This combination is a unity that shows the information, message, or content of the lesson. In the teaching-learning process, media can be a determiner for the score of students. According to Nurhayati (2015: 215-216) using interesting media, creating various interesting task and activities can increase the students' motivation in learning English. Teachers who use good media would make the students interested in the lesson and as a result, the students can get high scores.

Based on the definitions above, it can be concluded that media is one of the tools to send the message or the information to the receivers and a tool that can be used in the teaching-learning process. Media also can generate new desires and interests of the students with the material in the class. Good media could bring good motivation for the students, then they would be more enthusiastic to follow the teaching-learning process.

2. Types of Teaching Media

According to Arsyad (2011: 27-28), teaching media can be classified into three categories:

a. Visual Media

Visual media is also called printing media. Visual media is media that can be seen, it can be formed of a picture, moving picture, or animation and flashcard.

b. Audio Media

Audio media is also called listening media. Audio media is media that can be listened, it means that audio media has a sound that is listened by students.

c. Audio-Visual Media

Audio-visual media means audible and visible. Audible means can be heard and visible means can be seen. Audio-visual media is media that have sound and pictures. Audio-visual media has more benefits than the others, it can attract students' attention and develop students' knowledge. Video is an example of audio-visual media and it has a visualization because it is produced to get moving pictures that look like reality form.

In this study, the researcher used audio-visual media named stop motion animation video as teaching media. According to Burton on Farooq (2014), audio-visual media is a sensory objective and image which stimulates and emphasizes on the learning process. The use of audio-visual media made the class interactive and dynamic. These also helped the teachers to draw the attention of the students. Using audio-

visual media named stop motion animation video is expected can motivate the students to learn and pay attention to the material given.

3. The Functions of Teaching Media

Hamalik in Azhar states that the main function of media in the teaching-learning process is to arouse students' desire and interest, build students' motivation and stimulate learning activity; even the media can bring psychological influence to the students. Using media helps the teacher to deliver the material clearly and the students more interested in taking part in the lesson. Moreover, using media as a tool to deliver the material in the process of teaching and learning saved the teacher's energy and focus on managing the class situation.

According to Levie and Lentz in Arsyad (2009: 17), there are four functions of teaching media, particularly the audio-visual media:

a. Attention

It means that audio-visual media are the central. They are interesting and bring the students to concentrate on teaching and learning material.

b. Affective

It means that audio-visual media make students enjoy in teaching and learning process. They can grow the students' emotions.

c. Cognitive

It means that audio-visual media bring the students to understand and remember information quickly.

d. Compensatory

It means that teaching media are useful to accommodate the students who are less and slow to receive and understand the material verbally.

In addition, Kemp and Dayton as quoted in Arsyad (2009: 19) state that teaching media have three main functions if they are used by an individual, group, and big group, they are:

a. Motivation

The teaching media motivate and stimulate the students to do an action and responsible. It will influence the attitude, values, and emotions.

b. Information

The teaching media are used to present the information to the students. By using teaching media, the teacher hopes the students are more interested in the information given.

c. Instruction

The teaching media are used to prepare effective instruction. Besides being enjoyable, the teaching media have to give a pleasant experience and what students need.

Teaching media helps the teacher to teach easily. They can choose media that are suitable, simple, or modern in the teaching and learning process. Also, the teacher can make their own media because their creativity is also needed in teaching activities.

C. Stop Motion Animation

1. Definition of Stop Motion Animation

Stop motion animation is a kind of animation video. As one of the products of multimedia, stop motion animation is considerably able to be used as media for teaching. According to Imama and Mumfangati (2015: 341), stop motion video is a video made by a sequence of photos or pictures which is played at a certain speed to produce an animation. Stop motion animation deals with the 2D animation video that seems like moving pictures. Stop motion animation is typically used in and where an object is recorded then frame by frame in motion at a time by a camera one by one, then each of the movements is put together into a video by using an application. The object is moved little by little in every frame that is recorded by a camera, and then it could create an illusion of movement as the pictures move continuously.

In the era of technological development right now, most stop motion animations that spread over the internet are just for entertainment, whereas they can be carried on learning activities in the classroom as the media of teaching. Students like to watch stop motion animation that contains an interesting object that is designed in such a way for them. Likewise, stop motion animation can stimulate them to learn without being forced and under pressure. They might learn unconsciously the materials given by the teachers while displayed in the stop motion animation video.

2. Types of Stop Motion Animation

The materials used to create the objects depicted in the stop motion animation are used to differentiate between different types of stop motion animation. However, the process of making a stop motion animation is always the same, regardless of the material used to create the objects or the characters in the movie. So, here are the types of stop motion animation.

a. Object Animation

Any object such as a pair of scissors or a toy can be used as the object that is being animated, as long as it fits the story that trying to tell. Object animation is frequently used in tutorials, commercials, or videos that are used for a broad range of purposes. This type of stop motion animation is often combined with other types of animation techniques.

b. Clay Animation

This type of stop motion animation involves animating figurines and objects made out of clay. However, clay isn't the only material that can be used to create these animations, as animators often make puppets out of plasticine and other similar materials. Clay animation is usually used to create cartoons.

c. Pixilation

This type of stop motion animation involves working with people, you will be animating the movements of one or more actors one

frame at a time. Pixilation works particularly well with other types of animation like object animation, but it can also be quite effective when combined with regular videos or time-lapses.

d. Cut-out Animation

Cut-out animation is a technique of producing animations using flat characters, props, and background cut out from various materials such as cardboard, and stiff photographs. There are countless ways to apply this technique.

e. Puppet Animation

Using puppets can produce some pretty cool results and tell very unique stories.

f. Silhouette Animation

Creating silhouette animation doesn't require having a huge production budget. In fact, we just need a white bedsheet, an artificial source of light, and a few actors, to start creating this type of stop motion animation.

The stop motion animation video focused in this research is cut-out animation because the media developed in this study were designed using smartphones and computers.

3. The Advantages of Stop Motion Animation

Stop motion animation can increase students' understanding of the content being taught. Waugh and Jolliffe as cited in Tobalina (2016: 71) state that stop motion is an enjoyable activity, so it is likely to

make the teaching and learning process more entertaining, thus enhancing students' interest in the target vocabulary. Stop motion animation is significantly different from other types of visuals such as images. Stop motion animation makes use of Information and Communications Technology (ICT). So, it allows students to acquire knowledge easily. In addition, the use of stop motion animation can improve students' concentration.

Furthermore, there are some advantages that should be known by teachers as stop motion animation is used as teaching media:

- a. It provides students with such interesting material being displayed in stop motion animation. The material can be designed based on students' interests in a way.
- b. Stop motion animation tends to be more interesting and engaging as compared to other media like pictures.
- c. Students can learn more efficiently by using stop motion animation because it consumes less time to employ.
- d. It assists the teacher to easily retaining and maintaining students' interest for some periods and provides an innovative and effective way to make students learn unconsciously.
- e. Stop motion animation is mostly presentation-friendly. It means that stop motion animation is appropriately seen by students of all ages.

f. Stop motion animation creates an impressive experience for students. For instance, teachers can record their real voices of theirs, and insert the objects so that students can experience a distinct learning experience.

Considering some advantages of stop motion animation as teaching media, it is believed that junior high school students need such media in learning vocabulary to attract their attention during learning English. By using stop motion animation, they could think that learning is not difficult but fun and exciting. Thus, the materials related to vocabulary will be designed in such a way so that the media could engage the students not only to learn vocabulary easily but also to enrich their vocabulary.

D. Previous Studies

1. The first study was done by M. Luthfi Imama and Rahmi Munfangati (2015), students of Ahmad Dahlan University, with the title "Designing Stop Motion Video Using Learning Style Approach to Teach Vocabulary at 4th Grade SD Muhammadiyah Purwodiningratan II in the Academic Year 2015/2016". This study could be classified as research and development. The subject of this study was student's 4th grade of Muhammadiyah Purwodiningratan II Elementary School in the Academic Year 2015/2016. The way researcher got the data was by conducted an observation, interview, questionnaire, and test on the

subject data. The result of the study is that the post-test result of the experiment class was giving improvement rather than on the control class.

The difference between the previous study and the present study was on the subject of the study. The previous study used elementary school students as the subject of study, while the present one used junior high school students as the subject in conducted the research.

2. The second study was done by Tobalina (2016) with the title “The Impact of Stop Motion on EFL Learner’s Retention and Recall of English Idiomatic Expression”. This study used an experimental study with two different class groups. The subject of the study was 3rd year ESO Spanish students of English as a Foreign Language. The result is that, stop motion animation was efficient to improve students’ retention and recall of English idioms.

The difference between the previous study and the present study was on the research design and the topic. The previous study used an experimental research design, while the present study used a research and development research design. Then, the topic of the previous study was about English idiom and the present one was about vocabulary.

3. The third study was done by Dewi Ratna Fitriani (2019) a student of State Islamic University of Sayyid Ali Rahmatullah Tulungagung, with the title "The Effectiveness of Using Stop Motion Animation on Students’ Vocabulary Mastery of Seventh Grade at MTsN 5

Tulungagung”. This study could be classified as a quasi-experimental design with a quantitative approach. The subject of this study was seventh-grade students’ of MTsN 5 Tulungagung in the Academic Year 2018/2019. The way researchers got data was by conducted a test (pre-test and post-test). The result of this study was there is a significant difference in scores on students’ vocabulary mastery taught by using stop motion animation and those taught by using a conventional method. In other words, stop motion animation was effective in increasing students’ vocabulary mastery.

The difference between the previous study and the present study was on research design. The previous study used a quasi-experimental research design, while the present study used research and development research design.

The following table shows the similarity and differences between previous and present study:

Table 2. 1 Previous Study

Researcher Name & Title of Study	Similarity	Differences	Results of the Study
M. Luthfi Imama and Rahmi Munfangati (2015), “Designing Stop Motion Video Using Learning Style Approach to Teach Vocabulary at 4 th Grade SD	<ul style="list-style-type: none"> ▪ The research design used was research and development research design. ▪ The learning media that developed 	The difference was on the subject of the study. This study used elementary school students as the subject of the study in conducting the research.	The result of the study was the post-test result of the experiment class was giving improvement rather than on

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Muhammadiyah Purwodiningratan II In the Academic Year 2015/2016"	was stop motion animation.		the control class.
Tobalina (2016), "The Impact of Stop Motion on EFL Learner's Retention and Recall of English Idiomatic Expression"	The learning media that was used is stop motion animation.	<ul style="list-style-type: none"> ▪ The research design used was an experimental research design with two different class groups. ▪ The subject of the study is 3rd-year ESO Spanish students of English as a Foreign Language. ▪ The topic of the study was English idiom. 	The result is, stop motion animation was efficient to improve students' retention and recall of English idioms.
Dewi Ratna Fitriani (2019), "The Effectiveness of Using Stop Motion Animation on Students' Vocabulary Mastery of Seventh Grade at MTsN 5 Tulungagung"	<ul style="list-style-type: none"> ▪ The learning media that is used was stop motion animation. ▪ The topic of the study was vocabulary mastery. ▪ The subject of the study was seventh-grade students. 	The difference was in the research design. This study used a quasi-experimental research design.	The result of this study is there was a significant difference in scores on students' vocabulary mastery taught by using stop motion animation and those taught by using the conventional method. In other words, stop motion animation was effective in increasing students'

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The writing of this thesis was carried out using the research and development method, by developing learning media in the form of learning video based on stop motion animation. The research process was carried out at SMP Negeri 1 Ngantru with the research subjects being seventh-grade students. The underlying difference with previous studies was that researcher were more focused on developing learning media in the form of learning video based on stop motion animation, especially on vocabulary related to ‘things around us’ material for seventh-grade students. The development of learning media in the form of learning videos based on stop motion animation, especially about vocabulary related to the material ‘things around us’ has not been found in previous studies.