

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter covers the definition of vocabulary, kind of vocabulary, teaching vocabulary, the techniques in teaching vocabulary, vocabulary mastery, english teaching media, nursery rhyme video, the advantages of using video as media, applying nursery rhyme in teaching vocabulary and previous study.

#### **A. Vocabulary**

##### **1. Definition of Vocabulary**

Vocabulary is one of the materials studied by students of all level of schools in Indonesia. It has been mastered if they want to master English well. It is impossible to be successful in study language without mastering the vocabulary. Vocabulary is a central of language and of critical importance of typical language. Without sufficient vocabulary, people can not communicate effectively or express his ideas in both oral and written form. To support the speaker's interaction in communication, vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. It is the element that connects the four English skills which are speaking, listening, reading and writing (Gains Ruth and Redma, 1986: 64-65).

In Oxford Learner's Dictionary Online has applied a meaning of vocabulary as follow:

- a. All the word that all person knows and uses
- b. All the words in a particular language
- c. The words that people use when they are talking about a particular subject

- d. A list of words with their meanings especially in a book for learning foreign language

Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a text book (Hornby, 1995: 1331). Those definitions show that vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills.

In language learning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, they will get the better skill that can be reached in using language.

Harmer (1991: 158) summarizes that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. Furthermore, Hammer (1991:151-161) says that teaching vocabulary is clearly more than just presenting new words. This may, of course have its place but there are other issues too. However, not all vocabulary can be learned through interaction and discovery techniques. Thus statement implies that learning vocabulary cannot always be done through interaction and discovery techniques for the beginners. The reason is that, in doing such as technique, the learners are

demanding to have an adequate number of vocabularies. It means that the students need to memorize and recall many vocabularies that have been mastered before.

Meanwhile, according to Cameron (2001), vocabulary is not simply about learning words, but it is actually much more than that. It is also about learning chunks and finding words inside them.

From the definitions above, it can be concluded that vocabulary is the knowledge of words and word meanings. It is about the words in language used to express meaning. Therefore, learning vocabulary is a crucial matter in developing their English.

## **2. Kind of Vocabulary**

According to Nation (2001), there are two kinds of vocabulary. They are receptive and productive vocabulary.

### **a. Receptive Vocabulary**

Refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading.

### **b. Productive Vocabulary**

Productive vocabulary is utilized actively either in speaking or writing. One's listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary.

Therefore it can be concluded that vocabulary can be presented in four units. They are reading vocabulary, listening, and vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word

found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television.

Speaking vocabulary includes the words people used in their daily life and conversation. The last writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

In relation to kinds of vocabulary, Nation (2001) states that there are four kinds of vocabulary in the text:

- 1) High frequency words. These words are almost 80% of the running words in the text;
- 2) Academic words. Typically, these words make up about 9% of the running words in the text;
- 3) Technical words. These words make up about 5% of the running words in the text;
- 4) Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

### **3. Teaching Vocabulary**

In teaching vocabulary the teacher has the job of managing the students learning to master the target vocabulary. According to Wallace (1982:27-30) there are some principals on which teaching vocabulary is based. Those principals are aim, quantity, need, meaningful presentation and repetition. The explanation of each principal is as follows:

- a. Aim means the goal that wants to be achieved by the teacher in the teaching and learning process. In the teaching learning process the teacher has to be clear about his aims. He has to decide on what is involved in vocabulary learning. He also has to decide the words that should be mastered by the students. How many vocabularies and what kind of words does the teacher expect the learners to master.
- b. Quantity means the number of new words that should be mastered by students. The teacher has to decide on the quantity of the vocabulary to be learned. The decision of the number of new words in lesson is very important. The actual number still depends on a number of factors varying from class and learners. If there are too many words, the learners may become confused, discouraged, and frustrated.
- c. Need means the words really needed by students based on the situation. In teaching vocabulary the teacher has to choose the words really needed by his / her students in communication. The students should be put in a situation where they have to communicate and get the words they need.
- d. Frequent exposure and repetition means the new words should be introduced repeatedly. It is seldom for us to remember the new words by only hearing them for one or two times. In learning vocabulary students should do more and more until they have already mastered the vocabulary of the target language.
- e. Meaningful presentation means the clear and unambiguous meaning of words. The learners must have a clear and specific understanding of what a

word denotes or refers to, i.e. its meaning. This requires that the words be presented in such a way that its denotation or reference is perfectly clear and unambiguous.

- f. Situation presentation means the words chosen should be based on the situation. In teaching vocabulary, the choice of words can vary according to the situation in which we are speaking and how well we know the person to whom we are speaking (from informal to formal). So that a learner should learn words in situation in which they are appropriate.

So, in teaching vocabulary, teachers have to consider the factors above (aims, quantity, need, frequent exposure, meaningful presentation, and situation presentation), which influence the students in acquiring vocabulary given to them.

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.

#### **4. The Techniques in Teaching Vocabulary**

According 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 ect.

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.

There are some points suggested by Slattery and Willis (2001:46), that are very useful for teachers to help their students in learning vocabulary:

- a. Teacher should be able to make learning English enjoyable and fun because they are influencing the students' attitude to language learning.
- b. If the students make mistake, teachers shouldn't be angry. On the other hand, they have to encourage their students to correct it with their guidance.
- c. Teachers may associated their explanation with actions to make the understanding easier.

- d. It is also possible for teachers to tell simple stories in English especially about things they can see;
- e. When students ask to their teachers using their mother language, teachers can answer it in English. Teachers may recast in English when students speak in their mother language;
- f. Teachers can create varied activities in teaching learning process, some quiet, some sitting, some standing and moving.

### **5. Vocabulary Mastery.**

While Hornby (1995) defines mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words (Hatch and Brown, 1995). Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession (Rivers, 1989) For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language.

From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests needs and motivation. vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.

## **B. Teaching Media**

### **1. Definition of Teaching Media**

According to Arsyad (2009) said that the media (plural of the word medium), a word derived from the Latin medium, which literally means 'middle', 'intermediate'. Therefore, the media can be interpreted as an intermediary or an introductory message from the sender to the receiver. Media can be something material (software) and/or tools (hardware). Media also used to learning process to be successful and add interested students to study English in classroom. Besides that, media help student to remember vocabulary with easily. At least, the teacher is able to use cheap and efficient media although simple and simply because it is a duty in the effort to get what the process of teaching wants.

### **2. Kind of Teaching Media**

The kind of teaching media will influence in teaching learning process, which can be facilitated the teaching method as the tools, to deliver the lesson. According to Arsyad (2009: 29), It can be divided into three categories:

#### **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 student. The examples of visual media are: pictures, photos, real thing, chart, miniatures, and cards.

#### **b. Audio Media**

Audio visual 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 example of audio media such as: radio, tape recorder, cassette, Mp3, compact disc, etc.

### 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 has more benefits than others. Such as it can be visualize the abstract thing or non verbal vocabularies, to overcome the limitation of place and time, to overcome the limitation of people sense, to attract student's attention and develop student's knowledge. The audio visual media need mechanic and electronic machines to show the audio and visual message.

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 physicology and cognitive principle, teacher oriented through student's interactive involve level. The kind of this media such as: video, movie, television, etc.

## **C. Nursery Rhyme Video**

### **1. Definition of Nursery Rhyme**

Teaching media is needed in the teaching learning process to help the students to become active. Gerlach and Ely (1980:241) propose that a medium is any person, materials, or event that established condition that enable learners or students to acquire knowledge, skill and attitude. There are a lot of media that can be used to teach English vocabulary, one of them is nursery rhyme.

There are some definitions of nursery rhyme:

- (1) Nursery rhyme is a simple traditional poem or song for children. (Oxford dictionary, 1994:794).
- (2) Nursery rhyme is a traditional song or poem taught to young children, originally in the nursery. ([www.en.wikipedia.org/wiki/Nursery\\_rhyme](http://www.en.wikipedia.org/wiki/Nursery_rhyme)).
- (3) Nursery rhyme is folk verse for young children. ([www.ed.psu.edu/americanreads/Resources/glossary.htm](http://www.ed.psu.edu/americanreads/Resources/glossary.htm)).

In other hand Rhymes means a word with an ending that sounds familiar to the ending of another word. It is repetitive, has natural rhythm, and has an element of fun, of playing with the language. Rhymes are usually used in making poems or even songs. The term ‘nursery rhyme’ had actually existed since the sixteenth century, but it became popular in the eighteenth century. In the early nineteenth century printed collections of rhymes began to spread to other countries. From this periods, we can know the origins and authors of rhymes for instance, “Twinkle Twinkle Little Star”, which combined an eighteenth-century French tune with a poem by English writer, *Jane Taylor*, and “Mary had a Little Lamb”, written by Sarah Josepha Hale of Boston in 1830.

Early folk song collector, *James Orchard Halliwell*’s who collected “The Nursery Rhymes of England (1842) and Popular Rhymes and Tales (1849)”, divided rhymes into antiquities (historical), fireside stories, game rhymes, alphabet-rhymes, riddles nature rhymes, places and families, proverbs, superstitions, customs, and nursery songs (lullabies).

People in Britain and many English speaking countries, use 'nursery rhymes', or it is called 'mother goose rhymes' in North America, as traditional songs for young children. Some nursery songs are also called 'lullabies', which intend to help children sleep. Lullabies can be found in every human culture.

From the statements above, it can be concluded that nursery rhyme is a traditional song or poem for young children. Since it is intended for young children, it follows a regular repeated verse form with rhyme and has a series of other discourse features, which make them easy to follow. So once a nursery rhyme has been learned, it stays in minds of the students for the rest of their lives with all the rhythms, grammatical features and vocabulary.

## **2. Definition of Video**

According to Arsyad (2009: 49) video can visualize the object movement, with natural or appropriate sound. It visualized live picture and also include the sound make video as the interesting media. In education the of audio visual media has been popular. Video as audio visual media present the movement. The message from the video shows the fact (important event and news) and also fiction. The characteristics of message can be informative, educative and instructional. Video allows us to introduce any aspect of real life into the language learning environment, contextualizing the learning process (Sherman, 2003: 1). The great value of video lies in its combination of sound, images and sometimes text in the form of subtitle.

Actually this media has purpose to entertainment, documentation and education. It can provide information, explain the process, explain complicated

concept and the most useful of this media can shorten and lengthen the time in teaching and learning process.

#### **D. 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.

According to 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 miss understanding 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 also because of their environment background.
- c. Video can replace the role of teacher if the process of teaching learning in a long distance. In this situation video as the source.
- d. This media can arouse the students' motivation in learning.

While Sadiman et al (2010:74) states the benefit of video as audiovisual media in learning. There are:

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

- 3) Video provide difficult demonstration, so that the teacher can prepare in advance.
- 4) Using video is shorten time and it can be replied
- 5) TV camera can observe the moving object or dangerous object such as a tiger.
- 6) The quality of sound can be arranged, loud or low sound.
- 7) The picture can be paused, the teacher take the control where she pause the video.
- 8) 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 the teaching and learning process, it will help the teacher to deliver the lesson as effective as possible although in limited time.

#### **E. Applying Nursery Rhyme In Teaching Vocabulary**

Learning to speak a second language, in this case English is not an easy task for students. It requires both recognition and production of the speech sounds of English. Any method, technique or material used should make the teaching and learning process interesting and productive.

According Harper (2011). Proved that the knowledge of nursery rhymes enhances children's phonological awareness and sensitivity to individual phonemes and rhyme, and stimulates phonemic skill development. Nursery rhymes can be effective in teaching the intonation patterns of language and new words and concepts. The rhymes help convey the characteristic speech rhythms of language (Danielson, 2000).

According to Jolly (1975), using songs can also give learners the opportunity to acquire a better understanding of the culture of the target language. Songs reflect culture; Shen states, “Language and music are interwoven in songs to communicate cultural reality in a very unique way” (2009, p. 88).

Before applying nursery rhymes to students, the teacher should be well prepared in choosing nursery rhymes. Slattery and Willis (2001:45) state that the songs or rhymes chosen by the teacher should:

- (1) Suit the pupils’ age group and their interest.
- (2) Match their level of English.
- (3) Have a catchy, easy to remember melody.

How to choose nursery rhymes? the first thing that a teacher should do in using nursery rhymes as a teaching material is choosing the suitable nursery rhymes with the topic given. We found lots of nursery rhymes with different level of difficulties. Therefore, the teacher is suggested to think of the age of the learners, vocabulary and the sentence pattern. Slattery and Willis (2003) says that “A song or rhyme should suit your pupils’ age group and their interest, match their level of English, have a catchy, easy to remember melody”.

From the statements above, it can be concluded that the teacher should choose nursery rhymes that suit the students’ age, interest, and the vocabulary they learned. Since children can only sing simple nursery rhymes, the teacher should choose short and simple nursery rhymes. The lyrics also should be clear and easy to follow. Furthermore, they should use repetitive materials so that the students can remember words easily. In order to make the nursery rhymes more

meaningful and enjoyable, motions can also be added to the nursery rhymes that are paralleled to the words of the nursery rhymes.

#### **F. Previous Study**

The researcher takes two examples of the other thesis as principle or comparative in this research. The first one had been wrote by Heni Oktaviani entitle THE USEOF NURSERY RHYMESTO IMPROVE STUDENTS' VOCABULARY (The Case of the 5th Graders of SD Negeri Gunungpati 03 in Academic year2005 / 2006). The objective of the this study is to find out the improvement of thestudents' achievement in learning English vocabulary by using nursery rhymes.In order to achieve the objective of this study, the writer used experimental research. The population of this study was the fifth graders of SD Negeri Gunugpati 03. The number of the subject was 32 students. There were three meetings during the experiment. Before the experiment was conducted, a pre-testwas given. A post-test was given after the experiment was done. The test was on vocabulary consisting of 25 multiple-choice items. The result of the analysis showed that the experimental group gets better scores than the control group. It can be seen by comparing their means.

The next one was done by Rahayu Apriati THE ENGLISH VOCABULARY MASTERY OF THE FIFTH GRADE STUDENTS OF MI TARBIYATUL ISLAMIAH TANJUNGANOM GABUS PATI IN THE ACADEMIC YEAR 2011/2012 TAUGHT BY USING NURSERY RHYME. This research has a purpose to find out the answer from the statement of the problem. The purpose of this research is to find out whether there is a significant

difference of the English vocabulary mastery to the fifth grade students of MI Tarbiyatul Islamiyah Tanjunganom, Gabus, Pati in the academic year 2011/2012 before and after being taught by using nursery rhyme.

This is quantitative research, which relies on quantitative data based on computation and measurement, operational variables and statistics. The method of the research is experiment. This design of the study is the quasi-experimental method with pre-test and posttest though multiple choices test. There is a try out before the test, and then it is continued by validity and reliability test. The subject of the research is the fifth grade students of MI Tarbiyatul Islamiyah Tanjunganom, Gabus, Pati which consist the population of 29 students. The instrument of the research was written tests given and giving treatment on seven groups in a class.

Finally this my research entitled THE EFFECTIVENESS OF USING NURSERY RHYME VIDEO TOWARD STUDENTS VOCABULARY MASTERY OF SECOND GRADE IN MTs DARUL FALAH BENDILJATI, SUMBERGEMPOL, in here there are little different with the two previous above. In the writer give explain about nursery ryme video to the students.After that, The researcher handed out the text of the nursery rhyme to the students or wrote it on the blackboard. Then, the writer explained what the nursery rhyme is about. The researcher asked the students to find difficult words then the teacher explained them. The researcher also introduced the pronunciation. After that, The researcher played the nursery rhyme video on the LCD twice. In this step, the researcherlet the students watch and listen to the nursery rhymes.The next step was the

researchersang the first line, then the students repeated it. After that she sang the next line, then she asked them to repeat it and soon. After mastering the intonation of each line, the researche rasked the students tosing the nursery rhymes by following her or the video. Finally she asked them to sing the nursery rhymes without her guidance or video. When singing the nursery rhymes, the researcher showed pictures or realobjects to represent the words of nursery rhymes. If possible, she also associated the words with action. The researcher explained the instruction or meaning of a word or each line of the nursery rhyme to the students. The researcher also gave new words related to the topic she taught to the students. Then researcher asked questions to check the students' comprehension. The students did the exercises given by the researcher. The researcher subject of this quantitative research is the first grade students in class VIIIA. The class consists of 32 students with the 15 girls and 17 boys. After the researcher has done her study, it can be conclude that the students who are taught nursery rhyme video better.