CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Previous Researches

In conducting this research, the writer takes some references from the previous research. The first previous research is entitled "Improving Students' Vocabulary Mastery by Using Animation Video at SDN Jatisobo 02". Written by (Artanti, 2015), shows that there are significant differences in the results of pre-test, post-test 1 and post-test 2 students. The average pre-test of high achieving students was 63.6%. The average post-test 1 in high achieving students was 71.7% and 79.5% on average in post-test 2. The main factors influencing this increase were students' interest in the use of animation video media provided. That can be proven from the results of the questionnaire. Therefore, it can be suggested that the use of animated videos can be an alternative way to teach vocabulary, especially to improve student mastery in vocabulary.

The second previous research was entitled "The Vocabulary Mastery of The Eleventh Grade Students of MA Nahdlatul Muslimin by Using Animation Video" an experimental study at The Eleventh Grade Student of MA Nahdlatul Muslimin. This research was written by (Aisyarani, 2014). The purpose of this research was to determine the significant differences between vocabulary mastery before and after being taught using animation video. The results showed that there were some improvements in students' vocabulary mastery. It can be seen from the previous average value of 64%

while the average value afterwards was 85.45%. The conclusion of this research is that animation video has a good effect on improving vocabulary achievement of eleventh grade students from MA Nahdlatul Muslimin.

The following previous research was entitled "The Use of Animation Pictures to Improve Students' Vocabulary of Seventh Grade at MTS TPI Sawit Seberang in the academic of year 2016/2017. This research was written by (Husnifa, 2017). This research focuses on using pictures to improve students' vocabulary skills. This research was conducted using classroom action research. This research was conducted in two cycles. Data was obtained by multiple choice tests, observation sheets, interview sheets, and daily notes. The results showed that the use of images to improve students' vocabulary skills in the class was believed to be effective for learning to speak English, maximizing student participation during learning activities, and reducing student boredom in learning. This implies that the use of pictures to improve vocabulary ability has a positive effect on improving students' skills in speaking English.

The following previous research was entitled "Utilizing Animation Video to Improve Students' Vocabulary Mastery in grade 5 SDN 2 Sroyo". This research was written by (Ariani, 2015). This research was conducted in two cycles. The data of this research were obtained from the pre-test and post-test results. The findings of this research indicate that the use of animation videos can improve student vocabulary performance. From the explanation above it can be concluded that the use of animation video is

effective to improve students' vocabulary mastery and provide a new learning atmosphere.

The last research was entitled "The Efforts to Improve Geguritan Writing With Natural Approach at VII Grade Students of SMPN 1 Sapuran in Academic Year 2012/2013" This research was written by (Solichah, 2013). This research aims to improve the ability of students learning outcomes at VIIC grade of SMPN 1 Sapuran after using Natural Approach. This research was conducted using classroom action research. This research was conducted in two cycles. Data collection techniques using test technique and non-test. The instrument of data collection used geguritan rubric writing scoring and student observation sheets. From the results of this study it can be seen that the use of Natural Approach can increase student motivation and student ability test results in each cycle. This can be seen from the previous average value of 77.77% while the average value thereafter was 97.22%. The conclusion of this study is that the natural approach has a good effect on increasing student motivation and the results of the VIIC grade students' ability test at SMPN 1 Sapuran.

Based on the previous study above, it can be concluded that animation video is an effective media in learning students' vocabulary mastery. The differences between the previous studies add the study done by the researcher is that previous studies, doing the research in Elementary School, Madrasah Aliyah, and Madrasah Tsanawiyah. While the research study conducted at school in Junior High School. The different is about the

subject, teaching and learning. Similarities between the study, is both using animation video to improve students' vocabulary and are equally effective.

2.2. General Concept of Animation Video

2.2.1. Definition of Animation Video

A recent large-scale survey by Canning-Wilson (2000) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. The use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers (Hemei, 1997:45).

Johnson (1999) additionally states that video as listening tool can the listening experience for students. A teacher can add a whole new dimension to practice in the classroom by using video. The action, emotions, gestures, etc, that students can observe in a video. It also provides the students an important visual stimulus for language production and practice.

Meanwhile there are many definitions of animation. Webster says "a: a motion picture made by photographing successive positions of inanimate objects (as puppets or mechanical parts), b: Animated Cartoon, a motion picture made from a series of drawings simulating motion by menas of slight progressive changes." This is a fairly common

understanding of the term animation, but it reflects a limited exposure to what the art-form has to offer.

In conclusion, animation video is described cartoon, films, images, puppets, etc. that are photographed and shown in a way that makes them move and appear to be alive.

2.2.2. Teaching English Vocabulary using Animation Video

Numerous of media can be applied in teaching vocabulary. However, there is a need for the teacher to be careful in choosing, so that the process of teaching and learning vocabulary will succeed with the satisfactory result.

One of the media of teaching English vocabulary is using animation video. Animation videos are suitable for students at SMP N 1 Tahunan, they can lower their anxiety to get involved and participate in the learning activities.

Computer animation holds a great potential as a tool for creating multimedia instructional environments. The teacher can use computer animation to demonstrate learning materials visually as they want and they can control every aspect of the animation. According to Mayer's Cognitive Theory (2001), the computer is a system for delivering information to students. The teacher's role is to present information, as words or pictures, or both, and the student's role is to receive the information.

Adding images, such as animations, should deepen the meaning of the information presented and provide a physical translation. Thus, students who prefer visual presentations will benefit from this process. However, multimedia presentations will not be important in conveying information for students who prefer the display of verbal learning materials such as vocabulary.

Solomon (1989) in (Aisyarani, 2014) asserted that a successful animation syllabus should not only be interdisciplinary, but also encourage students to develop effective skills and practice interactive activities.

In this study, animation video was chosen as a medium for teaching English vocabulary. The author assumes that this media is suitable for junior high schools and the learning is very exciting. And hopefully students can quickly understand it.

2.2.3. The Advantages of using Animation Video

A major advantage is that video can focus on information that cannot be readily presented in a traditional classroom because of constraints such as size, location, costs, etc. However, because watching video is a passive activity, it needs to be used as part of an active learning strategy in order to be an effective tool, particulary in holding the attention of students (Houston,2000; Sherman, 2004). William & Lutes in a similar way claim that through visual materials, students have the opportunity to be observers and participants; in this way, William & Lutes conceived that learning will

be more natural because videos allow the English class to be more innovative

Meanwhile Harmer (2001) points out that one major advantage of videos is that learners not only can listen the language but also they can see it, in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to get see what they listen, and also interpret the video in a deeper way. Because students can see the language in use from natural contexts, they can make connections between words and images which help them to analyze their own use of the language or even to learn new language.

2.3. General Concept of Vocabulary

2.3.1. Definition of Vocabulary

Vocabulary is the important element in learning English; it is the first step for the students if they want to achieve their goal in learning English. Vocabulary is an essential part of language and always be first thing to learn a language. In schools, the students are introduced and taught English like other important subject as one of compulsory subjects. However, English is still regarded as a difficult subject and a difficult language to be mastered by the students. Vocabulary is the total number of the words which make up a language (Hornby, 2002:6). As Nunan (2005: 121) states that "vocabulary is the collection of words that an individual

knows". That is a reason why without a sufficient vocabulary, students will have difficulties in learning a language.

Vocabulary besides grammar, pronunciation, and spelling is considered one of the important elements in language learning. As Citravelu and Saratha (1996: 214) stated that "the word (vocabulary) which makeup a language constitutes vocabulary". It is the basic competence that should be mastered by the students. Through vocabulary, the students are able to master the four language skills, there are listening, speaking, writing and reading. By having good mastery of vocabulary the students are able to communicate well and clearly with each other.

Vocabulary mastery is one of the factors to master English as foreign language. It means that the students have the ability in understanding and using the word and meaning. The greater the vocabulary mastered, the better their language skills. By having a limited vocabulary, the students will find difficulties in mastering English skill.

By mastering vocabulary, they can shape their English and think that English as one of the pleasant subjects in school and not as difficult as they imagine. It is suitable with the statement of John Langan (1992: 422), he said that a good vocabulary, more than any other factors. Besides that, it is hoped that they will have more vocabulary (because they are easier to find new vocabularies) and will help them in studying English in the next level

of school (Senior High School) or in the University. So that they can use their English in order to communicate to other people from other countries.

2.3.2. The Importance of Vocabulary

Mastering vocabulary is important in learning languages, especially English, because of the potential knowledge that can be known about a rich and complex word (Schmitt, 2000: 5). Because of the complexity of words, we have to find the best way to enrich students' vocabulary.

Vocabulary mastery cannot be done spontaneously but step by step. Keraf (1989: 65-66) defines the steps in mastery of vocabulary mastery. First, childhood, in this term children can define the concept of vocabulary to say their concrete ideas. Second, adolescence, in this term the vocabulary is used more intensively because they make more communication with each other. It can be concluded that vocabulary is very important in language learning and vocabulary mastery. This will make it easier for someone to use language in communication. So, mastering vocabulary must be useful because it will:

a. Language that is easy to learn. For example, when we read English novels, we must understand the meaning of vocabulary.

b. Easy to understand what people are talking about. For example, when we listen to conversations in English it is necessary for us to know what people are talking about, and that is only done if we know the vocabulary in the conversation.

c. Easy to carry out discussions on various topics. For example, if we want to discuss one topic, we must understand and know the vocabulary related to entertainment.

So, mastering vocabulary in English is very important because if we cannot master the vocabulary, we will not be able to learn English properly and correctly. Without good vocabulary mastery, we cannot communicate well with others, making it difficult for us to understand what others are saying.

2.3.3. Concept of Teaching Vocabulary

Teaching is the process of transferring information or knowledge between teacher and students in the classroom, outside the room or at the door, the act of providing information. Good techniques are needed in the process of teaching vocabulary to help students get meaning and use words. Gnainoska (1998: 12) states that vocabulary teaching can be meaningful if the teacher can carry out the teaching process by combining available teaching techniques. It is expected to be more fun, interesting, and motivating so that students will not be bored in the teaching and learning process. This research will only take on four aspects of vocabulary, nouns, adjectives, verbs and adverbs.

Furthermore, Sutarjo (1998:24) states that there are five possible ways of teaching vocabulary. First way is teaching vocabulary through creativity. By using this technique, the teacher allows the students to decide what they want to learn. The teacher can use such a technique, to

encourage the students to be creative for producing the vocabulary, such as using picture, puzzle, providing keywords, and game. The second is teaching vocabulary through context clues. In this technique, the teacher can use a context clue in surrounding context, for example give the antonym and synonym. The third is teaching vocabulary through translation. This technique is considered as ancient one and here the teacher teaches the meaning of the word through translation. The fourth way is teaching vocabulary through guessing. In this case, the teacher can encourage the students to guess the word first and then consult it. To guess the right word, a student should have a good rationale. The teacher can draw five pictures on the board and then teacher pronounces the word and asks a student to point the picture mean. The last is teaching vocabulary through derivation. This technique requires the teacher to involve the four classes of words on the basis of their position of occurrences in English sentence pattern. The teacher can give noun, verb, adjective and adverb. According to those five possible ways of teaching vocabulary, the researcher applied picture series as a technique in this research. Teaching vocabulary is the vocabulary teaching process in order to help the students get the meaning and use the words. It also including meaning, pronunciation and spelling to teach the vocabulary.

In order to improve students' vocabulary mastery the teacher should use appropriate technique, teaching method, and teaching aid. By using them, it will be easy for the students to be active and motivated in learning

process, which can be hoped as the way to explore their interest and progress in addition it can be used to overcome the monotonous teaching and learning process.

Schaefer (2002: 1) states that good vocabulary teaching is a reaction from context where students continually use relevant vocabulary teaching in reading, listening, writing and speaking. Diamond and Gutthlon (2006: 4) state that vocabulary teaching must give students the opportunity to find words repeatedly and in more than one context. The teacher must also consider the vocabulary to be taught.

The teacher must choose vocabulary based on the curriculum. Bismoko (1976) states that teachers must choose words that can be learned once in time, which words should be chosen for teaching and which should be left out. In teaching vocabulary, the teacher must be careful in choosing words. According to Harmer (1993) the general principle of vocabulary selection is frequency. The teacher can decide which words they should teach about how often the words used by speakers of languages.

2.3.4. Kinds of Vocabulary

There are several kind of vocabulary according to (Supriyatna, 2014) vocabulary can be divided into two kinds there are high frequency vocabulary and low frequency vocabulary.

1.   High frequency vocabulary consist of word that if often in normal language.

2. Low frequency vocabulary it is a small proportion of the running words of a continuous text, it mean that low frequency vocabulary is rarely used in common activity of English language.

In the line with Mukoroli, in (Alqahtani, 2015) indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognized and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognized when they see or meet in reading text but do not used it in speaking and writing (Alqathani, 2015:25).

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can produce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be address as an active process, because the learners can produce, because the learners can produce the words to express their thought ton others (Alqahtani, 2015:25).

2.4. General Concept of Natural Approach

2.4.1. Definition of Natural Approach

Natural Approach is one of the teaching methods proposed by a linguist named Stephan Krashen. The term (NA) or natural approach is based on the view that the mastery of a language relies more on acquiring the language in its natural context and less on learning the rules that are consciously learned one by one.

The Natural Approach learning model is the teacher's efforts in learn student in learning foreign languages. This natural approach learning model uses a natural approach, so students do not feel they are in a state of learning so they are not forced to carry out the learning process. Indah Widiah (2015) in (Halik, 2015).

The Natural Approach learning model was pioneered in 1976 under the name Natural Approach, and was introduced in 1977 by Tracy D. Terrell, a linguist and Spanish teacher at California University. Basically this method was born as an effort to develop the teaching of Spanish by applying Naturalistic principles in the acquisition of a second language. However, this method then did not develop only in teaching Spanish but also in other languages from elementary to advance.

The advantage of this natural approach lies in the teaching process being meaningful and easily absorbed by students in a pleasant learning atmosphere, because every word and sentence taught has a context (relationship) with the world (daily life).

2.4.2. The Concerning Language Development Stages in Natural Approach

The stages of language development are divided into:

1. *Early production*, where students begin to respond verbal are very simple, like answering the question, "what color is sea water?" Students answer, "blue".

2. *Speech Emergence*, students begin to respond with sentences the longer one. For example, the teacher says, "The garden is colorful". Students answer, "Yes, I like it ".

3. *Intermediate Fluency*, where students engage in conversation with short sentences. Students also make a story (narrative) simple.

2.4.3. Natural Approach in Teaching Vocabulary

The Natural Approach is so called because in the learning process, students are brought to nature just like their own mother tongue lessons. In practice, this method is not much different from the direct method where the teacher presents the material directly in a foreign language without the slightest translation, except in certain cases where the dictionary and the language of students can be used.

At the advanced level this method is very effective, because each individual student is brought into the atmosphere of the real environment to actively listen and use conversations in a foreign language.

Teaching becomes meaningful and easily absorbed by students, because every word and sentence taught has a context (relationship) with the world (daily life) of students.
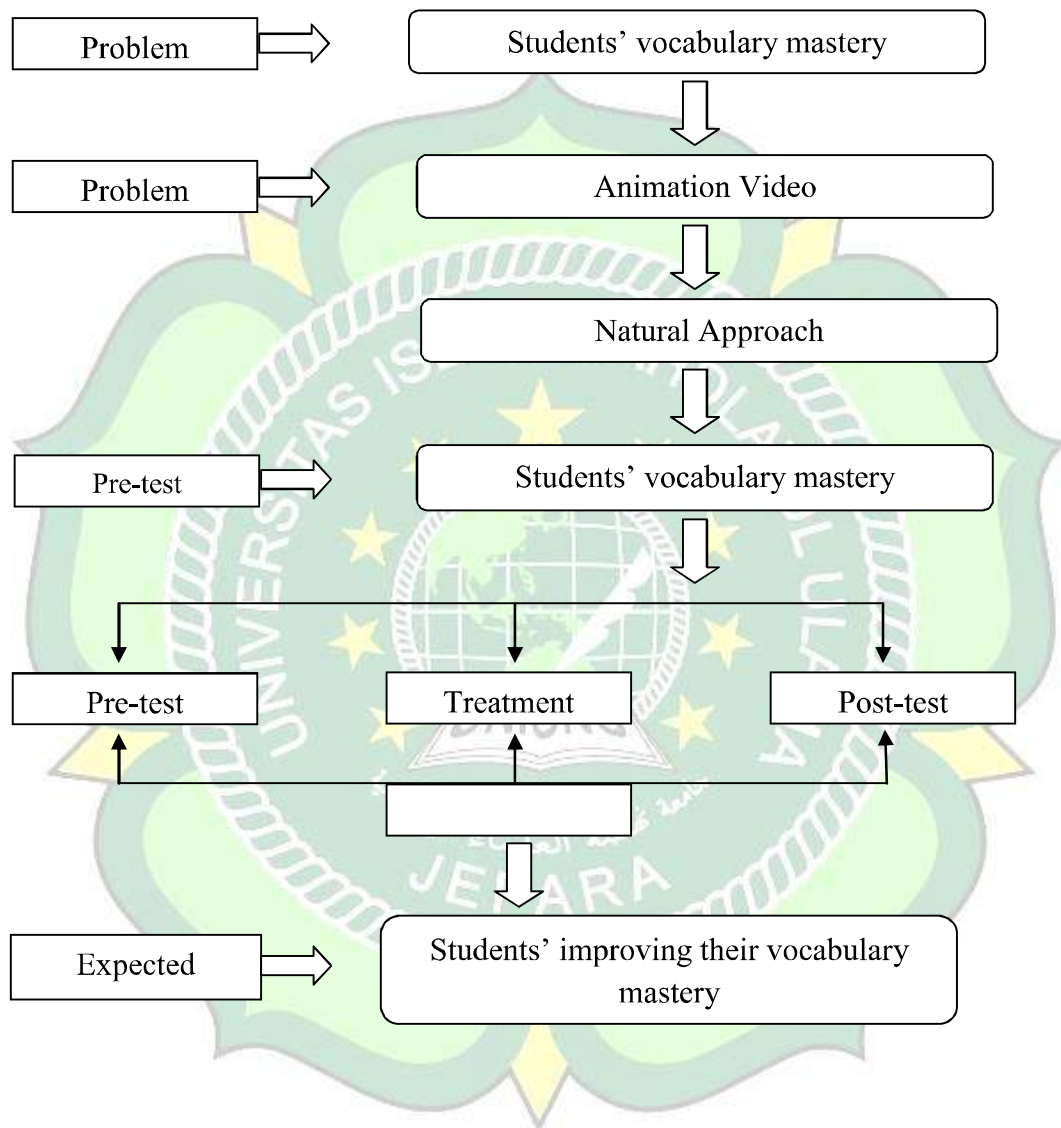
2.4.4. Implementation of Natural Approach Method

This method the teacher plays two main roles, as follows:

a. The teacher acts as a creator of an interesting and relaxed and friendly group atmosphere so that it will minimize the occurrence of affective filters in learning. To minimize the occurrence of this affective filter, teachers do not force children to talk in groups before they are ready to talk, teachers do not correct mistakes made by children; and the teacher provides learning materials that are appropriate to the child's interests.

b. The teacher acts as the person in charge and chooser, collects and designs diverse subject matter and group activities to be used in groups. In selecting lesson material, it is not only chosen based on the teacher's perception but also must consider the interests and needs of the child, besides the teacher must also choose the situation or the right activity for the presentation of certain material.

2.5. Conceptual Framework

Table 1

Conceptual Framework for the Research

| Problem | ⟹ | Students' vocabulary mastery |

| Problem | ⟹ | Animation Video |

| Natural Approach |

| Pre-test | ⟹ | Students' vocabulary mastery |

| Pre-test | Treatment | Post-test |

| Expected | ⟹ | Students' improving their vocabulary mastery |

2.6. Hypothesis

The hypothesis that propose if teacher teaches natural approach method by using animation video as a media are:

1. Alternative Hypothesis (Ha) : There is an effect of natural approach by using animation video as a media on students' vocabulary mastery at eighth grade student of SMP N 1 Tahunan. Animation video is effective in teaching students' vocabulary mastery.

2. Null Hypothesis (Ho) : There is no effect of natural approach by using animation video as a media on students' vocabulary mastery at eighth grade student of SMP N 1 Tahunan. Animation video is not effective in teaching students' vocabulary mastery.