CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter, the writer will discuss about previous studies, general concept of vocabulary, general concept of animation video and students in elementary school.

2.1.Previous Study

Ouda (2000) investigated the Effect of Using Animation on 6th Graders' Attitudes and Comprehension of Short Story in Gaza Governmental Schools. This study decided to conduct the data were pre and post achievement test. Statistical Analysis was conducted to compare the pre and posttest result. The result reflects the effectiveness of using animation films in developing reading comprehension skills.

Fitriana (2000) examined the use of Animation Movies to Improve Students' Writing Skill of Narrative Text (An Action Research Conducted at the Eleventh Grade of SMAN 1 Teras in 2010/2011). This study finding that animation movies could improve the student's writing skill of narrative text and the class siuation. The mean score had the advancement from the pre-test to the post-tset 2. In the pre-test the students got 6.8, while in the post test 1 got 70.4 and in the post-test 2 they got 78.07. The researcher finds that the research could become one of appropriate ways in teaching writing.

Artanti (2015) investigated improving students' vocabulary mastery using animation video. This study conducted by two cycles that the test result showed the improvement of the students' achievement before and after the actions. The setusents' mean score in the pre-test is 6.6. the students' mean score in the post-test is 71.1 and the students' mean score in the post-test 2 is 79.5, which the last score is higher than KKM which 65.00. It means that there was an improvement before and after the action research of students' vocabulary mastery.

Based on three previous studies elaborated above, my research proposal focuses on teaching students' vocabulary by using animation video because of some reasons. Firstly, vocabulary is one of English components or sub skill that must be taught to the learners, because vocabulary has the primary role for all languages. Secondly, animation video will help students to mastering vocabulary easily because there are many case studies suggest that students find using animation video in education, more satisfying and engaging than traditional learning modalities.

2.2. General Concept of Vocabulary

There are many definitions of vocabulary proposed by some experts. It is very important for one to know what vocabulary. Hari Mukti Krida Laksana (1996) points out, "Vocabulary is a component of a language that maintains all of information about meaning and using word in language." It

means that vocabulary is the important part of language, without vocabulary the language cannot be used to get all information in language.

According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabulary is most important to learn because it is a basic for learning foreign language.

According to Krashen and Terrell stated in David Nunan book "The status of vocabulary had been considerably enhanced. This has come about partly as a result of the development of communicative approach in language teaching", vocabulary has become one of the object of the research in the methodology of teaching till become as a result of the development of communcative approach. In conclusion, vocabulary should be taught for foreign language teaching-learning because when the students just mastered in grammar the students could not communication without mastering a vocabulary. It is impossible to learn a language if they not mastering in vocabulary.

Haycraft quoted by Hatch & Brown (1995:370) divides two kinds of vocabulary, namely receptive and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive

vocabulary is also called a passive process because the learner only receives thought form others. In language application, the receptive vocabulary is considered the basic vocabulary. In these respects, Richards 13 and Rodgers (1987: 308) give a profound explanation that the listening vocabulary is larger than speaking vocabulary and similarly to the reading vocabulary that is relatively larger than writing vocabulary.

b. Productive Vocabulary

Productive Vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.

2.3. General Concept of Animation Video

Bancroft and Keane (2006:87) define computer animation as a program which uses animations' software to create and copy individual frames. Animation software programs, such as Mice or Animor, are known for their usability.

Many case studies suggest that students find using animation in education more satisfying and engaging than traditional learning modalities, William and Fisher (2002:324).

Mayer (2001:19) explains that viewing, while it may appear to be passive, can involve the high cognitive activity necessary for active learning: "well-designed multimedia instructional messages can promote active cognitive processing in students, even when learners seem to be behaviorally inactive".

Some expert recommendations for video usage: Shephard (2003: 296) said that, "Most educational experts agree that video is best shown in short segments so as to maximize learners' concentration". It means, in learning process that using video in short segments can maximize the concentration of the learners'.

According to a survey by the Corporation for Public Broadcasting, these media are "highly valued as teaching tools" and "seen as especially effective for reaching visual learners and special populations" (CBP, 1997: 12). More than half of teachers surveyed describe TV and video as "very effective" for teaching students with learning disabilities or economic disadvantages.

Advantages of using animation (Ouda, 2012:12) :

1. Makes learning faster

   Hegarty and Sims (1994:12) state that animation may help students learn faster and easier. It means that animation video may help students to facilitate them to improve their vocabulary, it is used for every student that can improve their vocabulary more faster. This strategy is expected make

the students more interested in English class, motivated and enjoy in learning English.

2. Visual attributes

Yunis (1999:170-175) states that the movement element in animation's film considers as the most important one that can confirm the information in the students' mind.

3. Saving time an effort

It has been argued that such systems (animation system) can reduce time by an average of 33% and aid the "quality" of learning, as compared with more traditional techniques (Stephenson, 1994:179).

4. Using sounds and music effects

The students' will more enthusiastic in learing teching process if there is sounds and music effect. It can make the students' more active.

5. More creative fun/ satisfying tool

Many case studies suggest that students find using animation in education more satisfying and engaging than traditional learning modalities, William and Fisher (2002:324).

6. More useful and household record

Students (target group) can take the animation films to their houses. They can think deeply about them and repeat them many times.

7. Instant, easy, photo sharing

The teacher and the students' will more easily in teching learning process in the class.

Moreover, King (2010:15) states that:

> "You don't have to address an envelope, find a stamp or truck off the post office or delivery drop box. You can send the animation film by attaching it through email. It is not just sending a film through an email, it is also convenient."

8. Most coded animations become dynamic

With a coded animation, students could use that to make it dynamic by determining a random point to place it with random direction and speed to move it.

Using animation video can improve their vocabulary and help them to remember about vocabulary easily. Waters (2007.p.34) cites that using animation films helps students developing listening, speaking and reading skills. It is expected to be positive atmosphere in the class. It is also can be an alternative way to keep the students' vocabulary.

2.4. Students in Elementary School

Students in elementary school are the basic level to learn or get more information. According to Scott and Ytreberg (1990: 1 – 4) the characteristics of Young Language learners are as follows:

a. They can plan activities

b. They can argue for something and tell you why they think what they think

c. They can use logical reasoning

d. They can use their vivid imaginations

e. They can use a wide range of intonation, patterns in their mother tongue

f. They can understand direct human interaction

English is the first foreign language which is must be taught at all school levels. For elementary school, the student is the first level of learning English. They still lack or even no knowledge in English. The fact of English is a new subject for most Indonesian elementary school student. So, teaching elementary school need skill in make the class more be enthusiasthic using simple explanation.

2.5. The Implementation of Animation Video in Teaching Vocabulary

The selecting animation video as a media in teaching should be planned systematically, so that the implementation of teaching learning runs effectively and efficiently. Sadiman (1993: 197-200) states that there are three main steps of using media in teaching learning. Here are the steps:

a. Preparation

At this stage, teacher should prepare the media of animation video that will be used, whether they can support the presentation of the material or not. The teacher also needs to prepare the equipment needed to support the media.

b. Implementation

At the implementation stage, teacher should consider the following:

1) Explaining the objectives to be achieved.

2) Preparing the equipments supporting the media.

3) Setting the atmosphere for pleasant class and adjust the conditions to the purpose, establishing the use of media on classical, small group, or individual.

4) Facilitating students to learn in comfort, so the delivery of messages can be worked well.

5) Informing to students about the relationship of the media used with the subject matter.

6) Explaining to students the main points of the material.

7) Giving the task to students related to the activities taking place in class.

8) Providing appoinments for students to question answer session if there is something they have not understanding yet.

c. Follow-Up

This activity is to explore whether the goal has been achieved and to establish an understanding of material in relevant convey through the media animation video. After finishing the explanation with the expository approach, teacher can do follow-up by giving test, discuss the material, working on tasks or talking about things that are less obvious and difficult to understand.