

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter, the researcher discusses: (1) previous researches to reference in this research; (2) and theoretical review to put the theories from some experts that support this research, those are : (a) vocabulary about the general concepts to explain the definitions, types of vocabulary, the importance of vocabulary, the importance of vocabulary, techniques and strategies of teaching vocabulary ; (b) media to explain about establishing the condition in the classroom, they are about video and cartoon video; and (c) students at elementary school.

2.1 Previous Researches

Some researchers have conducted the similar studies on vocabulary learning. First is the study carried out by Pradana (2015) entitled “ *Comparative study between Storytelling and English Song to Teach Vocabulary (An Experimental Research to the Fourth Grade Students of SD Patra Mandiri Cilacap in the Academic Year 2015/2016)*. Conclusions from his research are first, the objective of the studies are to identify whether there are any significant differences on teaching vocabulary between using Storytelling and using Song and whether the storytelling is more effective than the song to teach vocabulary for the fourth grade students of SD Patra Mandiri Cilacap or not. Second, his research method is experimental research. the teaching method as experimental variable is of two kinds: storytelling and English song. The research was implemented at the fourth grade students of SD Patra Mandiri Cilacap in the second semester of the academic year of 2015/2016. Third, the results from this research are the analysis of the data shows that there are some research findings that can be drawn. First, storytelling is more effective than English song to teach vocabulary. It can be seen from the mean score of the students taught by using storytelling is higher than students taught by using English song. The result of T-test also shows that storytelling is more effective to teach vocabulary based on the research findings, it can be concluded that storytelling is an effective method to teach vocabulary.

The second related research is carried out by Ismawati (2009) entitled “*Optimizing of Youtube Videos to Enrich Students’ Vocabulary (An Action Research at the 5th Grade Students of SD Negeri Sanggrahan Surakarta in Academic Year 2009/2010)*”. Conclusions from her research are first, the objectives of the studies are to identify whether or not and to what extent Youtube video can enrich the students’ vocabulary and to describe the situation when Youtube videos are applied during the teaching learning process at the fifth grade students of SDN Sanggrahan Surakarta. Second, her research method is action research and it was conducted in two cycles with the result of teaching vocabulary using “Youtub \Videos” always increase from cycle one to cycle two. Third, the results from this research are to find out a new teaching technique using Youtube video to increase the quality of English teaching vocabulary in Elementary School.

The third related research is carried out by Hidayat (2014) entitled “*Designing English Playing Card As a Learning Media to Teach Vocabulary (Research & Development Conducted at the Fourth Grade of State Elementary Schools in Galur Kulonprogo in the Academic Year of 2014/2015)*”. Conclusions from his research are first, the objectives of the studies are finding out the quality of the existing media in the school, developing and providing an appropriate English playing card to teach vocabulary, and identifying how far the effectiveness of Smart vocab-4 playing card to teach vocabulary. Second, his research method is research and developing study. The research was designed into two main stages, the exploration stage and development stage. The data in exploration stage was qualitative procedure that was collected through library research and field study. In field study, the data was collected by observation, interview, and questionnaire. In development stage, the data was collected from the observation and questionnaire. Third, the result from this research are the design was colorful enough and readable letter, English playing card could be played in or out of school time, English playing card was completed with the pronunciation words, and it was in a topic which was divided into several subtopics.

The fourth related research is carried out by Manik (2016) entitled “*Teaching Vocabulary Using Matching Word on Computer Assisted, language learning (International Journal of English Language Teaching Vol. 4, No.7, pp.1-26, August 2016)*”. Conclusions from his research are first, the objectives of the studies are to find

out whether Matching Word on Computer Assisted Language Learning (CALL) improves student's vocabulary mastery at SMA N 1 Siborongborong and to find out how Matching Word on Computer Assisted Language Learning (CALL) could improve students vocabulary at SMA N 1 Siborongborong. Second, her research method is Classroom Action Research. Classroom Action Research was the research in the classroom or other school components. It is useful for improving and modifying teaching-learning process. Teacher will know the situation, students' motivation and student's problems in learning at class. The CAR (Class Action Research) process includes seven manageable steps. Instructors may complete small projects within a single semester, while projects more ambitious in scope might require planning ahead or collecting data over several semesters. Third, the result from this research are The result of quantitative data, it can be seen from the data which showed that the mean score of the students. The percentages of competent students' were also increased from the pre-test until the last test. The qualitative data analysis from the interview sheet, observation and questionnaire sheet also provide the result indicated the improvement in teaching learning process from cycle I to cycle II. Based on the data, it can be concluded that matching word in computer assisted language learning significantly improved students' vocabulary mastery.

The last related research is carried out by Alqahtani (2015) entitled "*The Importance of Vocabulary in Language Learning and How to be Taught (International Journal of Teaching and Education Vol. III, No. 3 / 2015)*". Conclusions from his research are first, the objectives of the study is on the importance of vocabulary and explaining many techniques used by English teachers when teaching English, as well as my own personal view of these issues. Second, her research method an attempt is made to review the trends in the area of teaching vocabulary through various techniques ESL/EFL teachers use when teaching. Before presenting the meaning or form of vocabulary items, teachers need to notice the type of the vocabulary, the students' level and characteristics, and also the value of the techniques for the learners. Third, the result from this research is they can further provide their students with vocabulary learning strategies with opportunities to encounter words repeatedly and in more than one context.

In general, these research could be concluded that teaching vocabulary can use some medias in teaching learning process. They have a good impact on students motivation and stimulate in brainstorming. They are excellent tools for the demonstation of the meaning. For example using Youtube video can enrich the students' vocabulary. Youtube video can be a very useful source and asset for the language teaching learning process because it combines both fun and pedagogic instructions in an authenctic material that reflect real interaction. The statements mentioned above are in accordance with the theories explained in the theoretical part. Hence, in this study the researcher interested conducting the research in teaching vocabulary using cartoon video as the media.

There are several differences between this research and the research that had been conducted. The researchers above used different research method and different subject. The researcher will use descriptive research in this reaserch. This study focuses on how cartoon video implemented in teaching vocabulary skill. The researchers also used different technique in collecting data and analyzing the data.

2.2 Theoretical Review

Theoretical review to explain theories from some experts about : (1) vocabulary to explain about : (a) the definitions of vocabulary; (b) types of vocabulary; (c) the importance of vocabulary; (d) the techniques and strategies of teaching vocabulary ; (2) Media to explain about establish the condition in the classroom, they are about video and cartoon video; and (3) students at elementary school to explain the subjects in this research.

2.2.1 Vocabulary

Vocabulary knowledge is considered the key ingredient in successful reading. The direct link between vocabulary and reading has been made in second language research in that vocabulary enhances reading comprehension and reading in turn increases vocabulary knowledge (Azari, 2012: 13). It is supported by Boers & Lindstromberg in Balci & Cakir (2012: 22) state that learning vocabulary is seen as a key element to achieve a high level of proficiency in the target language by a large number of theoreticians.

2.2.1.1 The Definition of Vocabulary

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman&Dwyer, 2009: 385). While Ur (1998) states: "Vocabulary can be defined, roughly, as the words we teach in the foreign language. Hatch and Brown (1995: 1) state that vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. According Sondang Manik (2016: 2) state that vocabulary is a total number of words which with rules for combining them make up a language. As it is supported by Brown (2001: 377) views vocabulary items as a boring list of words that must be defined and memorized by the students, lexical forms are seen their central role in contextualized, meaningful language.

Brown (2001: 377) states that views vocabulary items as a boring list of words that must be defined and memorized by the student, lexical forms are seen in their central role in contextualized, meaningful language. Since vocabulary is a list, the only system involved as alphabetical order in dictionaries. Here, vocabulary is written in alphabetical order in dictionaries based on system or rule of foreign language.

Richard (2002: 225) states that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. As it is supported by Cameron (2001: 3) that vocabulary is a tool which we communicate, read, hear, and speak. Mastering vocabulary deals with learning words at the first.

Furthermore, Schmitt, Schmitt & Clapham (2000: 55) states that vocabulary is an essential building block of language and, as such it makes sense to be able to measure learners' knowledge of it. According to Yun (2005: 68), the field in which vocabulary is commonly used is as follows:

1. All the words as the language.
2. The number of words that an individual can understand and use whether in speaking or writing

3. The word said to be representative of a subject or occupation.
4. List of words to serve a specific purpose

Since vocabulary is a list, the only system involved as alphabetical order in dictionaries. Here, vocabulary is written in alphabetical order in dictionaries based on system or rule of foreign language. From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the

reason why it is important to learn vocabulary.

Thornbury (2002: 27) states that the aspects of vocabulary are: (1) meaning; (2) the use of words; (3) pronunciation; and (4) spelling. The indicators that are going to be measured from the aspect of meaning are: giving the meaning of word based on the picture, stating the meaning of word, labeling the picture based on the expression given, stating the English of sentence, describing the color of the picture, and describing the position and place of the map given. For the second aspect of vocabulary, that is the use of words, the indicators are as follows: choosing the appropriate group of word, stating the number of the picture, and choosing the right expression. The third indicators from pronunciation aspect are: stating the word based on then picture, and choosing the appropriate word. The last aspect, spelling has two indicators. They are: arranging the letters and choosing the right pronunciation.

2.2.1.2 Types of Vocabulary

Pikulski and Templeton (2004: 1) categorize vocabulary into the followings:

- a. Expressive Vocabulary, which is used to refer to both since these are the vocabularies we use to express ourselves.
- b. Receptive Vocabulary, which is used to refer to listening and reading vocabularies
- c. Meaning or Oral Vocabulary, which refers to the combination of listeing and speaking vocabularies

d. Literate Vocabulary, which refer to the combination of our reading and writing vocabularies.

Sheperd (1987:3) states that the learners actually have two kinds of vocabulary, that is receptive vocabulary and expressive vocabulary. Receptive vocabulary is the words known by the learner when he or she listens or reads, or receives thoughts from others. Expressive vocabulary is the words used by the learner when he or she speaks or writes, when he or she express the thoughts to others.

Receptive vocabulary is much larger than expressive vocabulary. There are many words that can be recognized when the learner hears or reads but are not used when the learner speaks or writes. Receptive vocabulary is also a basic vocabulary, the total storehouse of words can be used to understand the thoughts of others when listening or reading. It is also all the words that can be drawn when speaking and writing. The words used in speaking and writing are all words known by hearing or reading them. The first goal of vocabulary development should increase the size of receptive vocabulary.

2.2.1.3 The Importance of Vocabulary

Teaching vocabulary is really important as it is the foundation for students to know more about English vocabulary. When the students do not have enough words in their minds, it will hard to go forward. They probably feel strange with the pronunciation about the purpose of learning English vocabulary. Brown (2001: 87) states that to successfully teach children a language requires specific skills and intuitions that differ from those appropriate for adult teaching. Vocabulary has been taught in every level study from elementary to advance. Teaching vocabulary in elementary school is intended to make the students master the vocabularies given which are based on the curriculum. As foreign language, English sometimes make them get upset because of their limited vocabulary. Therefore, teaching vocabulary for elementary students is a must in order to give them a basic knowledge.

Coady and Huckin (1997:5) say that vocabulary is central to language and of critical importance to the typical language learner. Furthermore, they add that text comprehension is possible, either in one's native language or in a foreign language, without understanding vocabulary. It means that vocabulary is an important role in teaching language. With more vocabulary, it will give ease for the learners in understanding and using the language.

Cross (1991:5) states that the major aim of most teaching program is to help the students to gain large vocabulary of useful words, and in every lesson, the teacher has to introduce new words and ask the students to practice them, making clear the meanings and the ways in which each can be used. According Nation (1990: 1-2) proposes some reasons why vocabulary is taught. First, because of the considerable research on vocabulary, it informs that vocabulary directed toward useful words can give the learners practice in useful skills. Second, because the teacher is faced with learners and researchers see that vocabulary is very important in learning language. The learners feel that many of their difficulties in both receptive and productive language use result from inadequate vocabulary.

Mehta (2009) states that some of the key strategies to unfold the information and meaning of a new word to a class are as follows:

1) Definitions

Definitions in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the word that is defined. In this direction teachers and students can refer to authentic and reliable dictionaries.

2) Self-defining Context

The context makes the situation clear, and this in turn illuminates the meaning of the new word. This practice saves time and develops an intensive reading habit and better understanding.

3) Antonyms

When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word.

4) Synonyms

A synonym may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly.

5) Dramatization

This method can be practiced at ease. It can win the favour of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated.

Examples:

Sing (Sing a song)

Open (Open a book)

Close (Close the book)

6) Pictures and Drawings

Pictures of many types and colours can be used successfully to show the meaning of words and sentence. Handmade pictures can also be used as there is no need to be very artistic.

Examples:

into (Richard goes into the circle.)

in (Rahman is in the circle.)

Drawings can be used to explain the meaning of things, actions, qualities, and relations. A line drawing of a head, for example, provides many useful nouns and verbs.

7) Realia

Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

8) Series, Scales, Systems

The meaning of words such as the months of the year, the days of the week, the parts of the day, seasons of the year, ordinal numbers, cardinal numbers, etc. that form part of well-known series can be made clear by placing them in their natural order in the series.

9) Parts of Words

The parts of complex and compound words may be more common than the words themselves. Separating such words into their component parts generally elaborates the meaning.

10) Illustrative Sentences

Most words have a variety of restrictions on their use. Systematic descriptions of these restrictions and idiomatic uses would be laborious and not very effective in teaching. It is better to give appropriate examples that elucidate the range and variation of usage.

11) Practice from Meaning to Expression

This is controlled practice in which the class does not create new uses or new contexts but simply recalls the ones presented. There are many types of practices for this purpose. Pictures, realia, context, and dramatization can be used. Series and systems can also be used.

12) Reading the Word

Reading words aloud is also very beneficial. It makes a learner familiar with the word and also improves pronunciations of the learners.

13) Writing the Word

It will enable the class to write the new word while the auditory memory is fresh, even if the objective is only to read. Writing or copying the word from the blackboard will give the student a chance to understand the grammatical aspect of the word such as noun, verb, adverb, adjective etc.

14) Shift of Attention

Under this practice, the teacher provides a context by description or through reading which elicits the use of the word. The learners should

be asked to pay attention to and develop an attitude or a point of view which he defends or attacks.

15) Strategy for Special Types of Words

Specific techniques or special combinations of the above techniques may be applicable for particular groups of words.

a) Words That Are Easy to Learn

It has been seen that the words that are similar in form and meaning to the first language are easy to understand and comprehend. They should be taught for listening and reading rather than for speaking and writing.

b) Words of Normal Difficulty

Words of normal difficulty are best taught in contextual realms, such as food, clothing, sports, work, and so on. There are advantages to using a connected context illustrating the words that are to be taught. Additional words can be taught as alternatives to those chosen in the connected context. Practice can be controlled in varying situations by changing a key word or phrase.

c) Difficult Words

Some words and sets of words are especially difficult to understand. They have to be taught as special problems with the strategy determined by the particular problem in each case.

2.2.1.4 The Techniques and Strategies of Teaching Vocabulary

Allen (2006:5) also states that in teaching students the teacher should teach the students to recognize and understand the word in multiple context example; use the word in their speaking and writing; connect the word to their own lives and offer examples of its correct and incorrect use; understand subtle shades in the word's meaning; and generate effective contexts to help others understand the word.

Cameron(2001:81) exclaims about several principles of teaching vocabulary to young learners which are:

1. Types of words that children find possible to learn with shift.

2. Vocabulary development is not just learning more words but it is also importance about expanding and depending word knowledge
3. Word and words knowledge can be seen as being linked in network of meaning.
4. Basic level words are likely to be more appropriate for children or when learning vocabulary for new concept.
5. Children change in how they can learn words.

Hatch and Brown (1995: 373) states that five essential steps in vocabulary learning, they are:

- 1) Having sources for encountering new words
- 2) Getting clear image, whether visual or auditory or both, for the forms of the new words
- 3) Learning the meaning of the words
- 4) Making a strong memory connection between the forms and meaning of the words
- 5) Using the words

According to McCarten (2007:20) there are some ways to teach in class:

1. Focus on vocabulary

One of the first of vocabulary learning strategies for any class room is how to ask for words meaning and unknown words. Teacher can ask students some basic questions to know words meaning and pronunciation. Nation states another way is by using the noticing strategy, it can be as the habit of students in class room and home work assignment.

2. Offer Variety

Offering some activities, learning and material for students can make students interact to study in different way. Teacher should use the appropriate way to teach student by considering the situations, condition and students' characters.

3. Repeat and recycle

Students can memorize vocabulary well by repeating or reviewing of what have learnt to use or recycle the later.

4. Provide opportunities to organize vocabulary

Students can learn to organize vocabularies in some way to group words.

a) Real word games are the words in real words example: country, celebration and so on. Students can group the word base on the concepts that they are already familiar.

b) Language based group of words. Linguistic criteria as ways of grouping, for example, the different parts of speech of a word family, prefix, suffix, or the same sound, verb, preposition and collocation. c. Personalized groups. Students make words group by using their own experience, personal habits and personal history example: food they like and do not like.

5. Make vocabulary learning journal

Teachers make materials that can provide students' meaningful vocabulary through their personalisation experience.

6. Do not over do it.

Teachers do not give too many vocabularies. Teachers can ask what items that students want to know

7. Use strategy vocabulary in class

Teachers should be able to present vocabulary well and effectively. The teacher can do some activities or technics to make students achieve learning goal well. The students can be motivated through new ways that can be suitable for developing their knowledge and skill.

There are some reasons why vocabulary is taught. As proposed by Nattion (1990: 2), vocabulary is taught because of: (1) the considerable research about vocabulary informing that vocabulary related to useful words can give the learners useful skill, especially speaking; (2) the small vocabulary of the learners; (3) the importance of vocabulary in language learning.

2.2.2 Media

Hornby (2007: 916) said that media is the main ways that large numbers of people receive information and entertainment that is television, radio, newspaper, and the internet. Media will help to establish the conditions for the

learners to identify or describe something. There are some experts who give their opinion dealing with media. Media are any person, material or events, those establish conditions which enable the learners to acquire knowledge, skills, and attitudes. According to Gerlach (1980: 241), kinds of media are pictures, charts, posters, flashcard, graphs, map, slides, film, strips overhead projector (O.H.P), white board, work sheet, newsletter, and cartoon.

2.2.2.1 Video

Harmer (2007: 290) states that video can enhance simulations, not only because it can provide feedback when the students can watch themselves and evaluate their performance, but also because the presence of video helps to make media more realistic. It is important to make the students active whenever they watch video material. This active involvement forms part of the stage of any lesson with video.

Video is a kind of multimedia material, consist of verbal and nonverbal presentations displaying simultaneous images, narration and on screen text. Hu and Deng (2011) indicated that multimedia (video) could improve students' ability to memorize words because multimedia transmitting information through auditory and visual modalities attracted learners' attention, and accordingly improve their word retention.

Video has long been accepted as a valuable teaching resource. There are a lot of exciting possibilities for digital video, among the benefits it provides are: a) Richness of information. It can provide a clarity and explicitness not possible with words or still pictures alone; (b) Multimedia learners are very comfortable with; (c) A useful variation in delivery can help keep learners attention and concentration when used alongside other delivery methods; (d) Ready-made and easily reusable or shareable resource; (e) Video equipment is relatively simple to operate.

2.2.2.2 Cartoon Video

Poulson (2013) says that basically a cartoon is a form of media where, using animation, characters are shown with simplified features, but

still maintaining an ability to recognize. While cartoon definition stated in oxford American Word Power Dictionary (1998) is a movie or television program that tells a story by using moving drawings instead of real people and places.

Canning-Wilson (2000) note that visuals, including cartoons, used to help one see an immediate meaning in the language may benefit the learner by helping to clarify the message, provided the visual works in a positive way to enhance or supplement the language point. According to some definition above, it can be concluded that cartoon is a pictorial representation or caricature of a person, idea, or situation by using moving drawings instead of real people and places that provided the visual works in a positive way to enhance or supplement the language point.

Harmer (2007: 118) states that cartoons can offer a wealth of possibilities. Teacher can ask the students to write description of one of a group of cartoons, their classmate then have guess which one it is. The aim of this activity is to get the students' writing freely in an engaging ways.

From the definition above, it can be concluded that cartoon video is a movie or television program that tells a story by using animation and characters of real people and places that are shown with simplified features, in which there is a visual condition through dramatic behavior, the motion expression, and verbal communication in a dialogue.

Cartoon video as audiovisual media have significant advantages in teaching learning process especially in language teaching. Kemp (1963: 3) states when such audiovisual materials as slide, filmstrips, overhead transparencies, and motion pictures (film) are carefully prepared they can:

- 1) Increase understanding
- 2) Add interest to a subject
- 3) Lengthen the memory of information
- 4) Teach a skill effectively
- 5) Contribute to a desirable attitude
- 6) Stimulate people to action
- 7) Offer experiences not easily obtained in other ways.

Because cartoon video have important benefits, it can be concluded that cartoon video help students to learn more effectively, in this case building their motivation and interest in learning English.

2.2.3 Students at Elementary School

Harmer (1998: 13) stated that students' in elementary school is usually involves in the begining or false begining level, they have very little language skills. So, the teacher be tempted to direct them with the popular concept which good and easy to accept for them. The materials should not overwhelm them because students' capacity for taking in, retaining new words and concept is limited.

In Harmer (2001: 38) explain that young children, especially the children in the ages of nine or ten is absolutaely have different characteristic in learning new language, it can be characterize as follows:

- a. They respond individual meaning even they do not know individual words
- b. They often learn indirectly rather than directly.
- c. Their understanding can not just from explanation, but also from what they see, heard and touch also from what they interact with.
- d. They generally having enthusiasm in learning about the world arround them.
- e. They are keen to talk about themselves and respond well to learn about the topic that use themselves as the main topic in the classroom.
- f. They have limited attention, they can easily get bored and losing interest after few minutes.

Understanding some characteristics of the young children in the beginner level, teaching can be successfull if teachers give them stimulation of fun media and great teaching technique.