

CHAPTER II

THE REVIEW OF THE RELATED LITERATURE

This chapter presents the review of related literature of the study. It discusses the definition of vocabulary, background to the teaching of vocabulary, principles for teaching vocabulary, kind of Techniques of Teaching Vocabulary, techniques for Creating interest, and definition about animation movie.

A. Vocabulary

Vocabulary development is an important aspect of language and the research that has been conducted in recent years is very exciting. A variety of studies have proven that appropriate vocabulary instruction benefits language students especially school age learners. According to McKeon and Beck , “ teaching vocabulary is important to use both formal an informal vocabulary instruction that languages students cognitive skills and gives opportunities for the learners to actually use the words.”¹

The students use thinking skills such as analyzing which of two words would be better choice in a sentence. You also wants to give learners opportunities to use them by planning games or responding to complex quetion that include the words.

According to David Nunan in practical English Language teaching young learnes, teacher should facilities vocabulary learning by teaching learners useful words and by teaching strategies to help learners figure out meaning on their own.² Useful words are word that children are likely to encounter what that occur in higher frequency. Useful word are also words that are of interest and intriguing

¹Lines T caroline , David Nunan, *Practical English Teaching Young Learners*, (New York : McGraw Hill Education, 2006). 122

²Ibid ,122

to children. To a young learners interest in cooking, the words recipe and ingredients could be very useful as well as meaning. To a young learners interested in machines, the words gear and lever could be very useful and meaningful.

1. Definition Vocabulary

Vocabulary is central to language and critical importance to typical language learner. Without a sufficient vocabulary, people cannot communicate effectively or express his/her ideas in both oral and written form. When they do not know how to enrich their vocabulary, for example they often gradually lose interest in learning.³ A person's vocabulary certainly consist of words and meanings. The words in your vocabulary are those you understand and use.

Vocabulary is the collection of words that an individual knows. Pawler and Syder have different definitions about vocabulary, they said that words are clearly vocabulary, but the groups of words like absolutely fantastic, at once can be said as vocabulary.⁴ from some statement above, the writer conclude that vocabulary is a list or a series of words that is used to express the idea or in other meaning it is used for general communication. It means that vocabulary is basic competent of a language. Student who master large vocabularies will have a great chance to improve their listening, speaking, reading, and writing skills. They will be enjoying dealing with english material. In contrast, someone who does not master the vocabulary well will get bored and stressed to deal with english material.

³Endang Fauziati. *Teaching of English as a Foreign Language (TEFL)*. (Surakarta : Muhammadiyah University Press 2005), 155

⁴David nunan, *Practical English language teaching*. (New York : McGraw- Hill.1990), 130

2. Vocabulary Building

Building up a large vocabulary is an important part of language learning. If students are motivated to memorize lists of words by their experience of their own educational culture, it is difficult to see how this can do any harm. However, what we also know from experience is that only learning a list of words out of context is unlikely to get learners very far.

They also need to know how words are formed, how they can be combined, and how they are used together. In other words, how we can change either the meaning or the part of speech of a word (or both) by adding an affix to it. Knowing about relationship between words, such as synonym, antonym, hyponymy, can also be useful in organizing and learning vocabulary.⁵

To build up the students' vocabulary, the role of the teacher is very important. The teachers give so many passages that are varied in terms of material process, especially in reading activity. By reading a text and making summary based on the task, the student's vocabulary mastery will be improved. In build up the students's vocabulary, the student need to know word classes, word use, word formation, word grammar, and the meaning.

a. Word classes

In terms the meanings associated with these word classes, we can make a crude division into two groups. On one hand, there are words like for, and them to that mainly contribute to the grammatical structure of the sentence. These are called grammatical words (function words) and are generally prepositions, conjunctions, determiners, and pronouns. On the

⁵Julian, Sue Garton. *From Experience to Knowledge in ELT*, (Oxford University Press), 37-38

other hand, there are the content words, those that carry a high information load. Content words are usually nouns, verbs, adjectives, and adverbs. The sense of a text is more or less recoverable using these words.⁶

b. Word use

It is what a word means can be changed, stretched or limited by how it is used and this is something students need to know about. Word meaning is frequently stretched through the use of metaphor and idiom.

c. Word formation

Words can change their shape and their grammatical value, too. Students need to know facts about word formation and how to twist words to fit different grammatical contexts. Word formation means knowing how words are written and spoken and knowing how they can change their form. For example by combining of two or more independent words (compounding).

d. Word families

A word family comprises the base word plus its inflections and its most common derivatives. For examples, these base form understands, understanding, understood, understandable, misunderstand, misunderstood.⁷ Research suggests that the main group these different forms of the same words together. Therefore, rather than talk about the number of individual words a person knows, it makes more sense to talk about the number of word families.

⁶Scott Thornbury, *How to Teach vocabulary*, (England : Pearson Educational Limited, 2002), 3-4

⁷*Ibid.*,4

e. Word grammar

Grammar is the rules for language. The use of certain words can trigger the use of certain grammatical patterns. Whereas, there are many areas of grammatical behavior that students need to know, such as ; what phrasal verbs are and how they behave, how adjectives are ordered, what position of adverbs can be used in.

f. Word meaning

The first thing to realize about vocabulary item is that it frequently have more than one meaning. An example is the English word table can have more than one meaning, which can designate either a piece of furniture or a type of display of information on the page of a book.

3. The Importance of Mastering Vocabulary

Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning.⁸ Vocabulary very important, even it is more important than grammar. Vocabulary mastery is important in learning English, because language is so complex. As James Bradstreet remark, language has so complex, we have to find out the best way to enrich our students' vocabulary.

The importance of vocabulary is daily demonstrated in schools and out. In this classroom, the achieving students possess the most adequate vocabulary because of the verbal nature of most classroom activities, knowledge of words and ability to use language are essential to success in

⁸Ibid., 13

these activities. After schooling has ended, adequacy of vocabulary is almost equally essential for achievement in vocation and in society.

Another opinion of the importance of mastering vocabulary, according to Rivers, as quoted by David Nunan has also argued that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Beside that, the student can continue to increase their vocabulary in order to develop their intellectual ability. As Norman Lewis says “to stop increasing vocabulary is to stop your intellectual growth you will wish”. I am sure to continue growing intellectual so long as you remain alive vocabulary is important in our life.

4. Background to the Teaching of Vocabulary

Vocabulary teaching, as Furneaux (1999 : 367) states, deals with “the selection and presentation of words (lexis) for learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purposes.”⁹ Vocabulary teaching and learning must fit into the broader framework of a language course. One way to make sure that there is a balanced range of learning opportunities is to see a language course as consisting of four strands. They are as follows :

- a. Learning from meaning focused input – learning through listening and reading.
- b. Deliberate language- focused learning- learning from being taught sounds, vocabulary, grammar and discourse.

⁹Bambang Yudi Lahyono dan Utami Widiati, *The Teacher of English As a foreign Language in Indonesia*, (Malang : State University of Malang Press, 2011), 107

- c. Learning from meaning- focused output- learning by having to produce language in speaking and writing.
- d. Developing fluency- becoming quick and confident at listening, speaking, reading and writing.

Here, the explanation about these strands :

- a. Learning from meaning- focused input

The learning from input strand needs to be presents even in the early stages of language learning, and so it is essential that learners have access to simple written an spoken texts. Graded readers are the most important source of these.

- b. Deliberate learning

The deliberate learning strand involves paying deliberate attention to language features such as sounds, spelling, vocabulary, grammar, or discourse that are presented out of context. The most obvious deliberate learning techniques is learning new vocabulary by memorizing their first language translation.

- c. Learning from meaning- focused output

It many a little strange to see the productive skill as sources of vocabulary learning, but using vocabulary productively can strengthen learning and can push learners to focus on aspects of vocabulary knowledge that they did not attend to when listening and reading (swain,1985).

d. Fluency development

Vocabulary must not be known, it must be readily available for use.

The fluency development strand of course aims at helping learners make the best use of what they already know. It is important to see fluency as being related to each of the four skills of listening, speaking, reading, and writing.¹⁰

The teacher's role is to focus on the most useful vocabulary, to provide strategy training for the low frequency vocabulary, to ensure that vocabulary learning has a chance to occur in all part of a course, and to help learners take control of their own vocabulary learning. Vocabulary learning can not be left to it self. It needs to be strengthened by careful planning and well-directed learning.

5. The Principle of Teaching Vocabulary

Learners see vocabulary as being a very important part of language learning and one of difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course.¹¹ In teaching vocabulary, there are some principles that can be applied, they are :

a. Focus on the Most useful vocabulary first

The most useful vocabulary that every English language learners need whether they use the language for listening, speaking, reading, or writing, or whether they use the language in informal and formal situation, is the most frequent 1000 word families of English. This vocabulary is so useful that it

¹⁰David Nunan, *Practical English Language Teaching, first edition*, McGraw-Hill Education, New York, 2003, 133-134

¹¹*Ibid.*, 135

covers around 75 percent of the running words in academic text and newspapers, over 80 percent of the running words in involves. And about 85 percent of the running words in conversation. It contains most of the 176 function words families.¹² Words families is an extension of the formal grouping technique.¹³

b. Focus on the vocabulary in the most appropriate way

The first principle looked at words to teach and learn. This principle looks at know they should be taught and learned.¹⁴ Here, it is explained that in teaching vocabulary by using some strategies is very important to develop student's vocabulary mastery. Actually, there are many strategies to teach vocabulary, like words card, guessing from context, word parts, autonomous vocabulary learning, and using dictionaries.

c. Give attention to the high frequency words across the four strands of a course.

High frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study had should be met and used in communicating message in listening, speaking, reading and writing. High frequency vocabulary should also be fluently accessible for receptive and productive use.

d. Encourage learners to reflect on and take responsibility for learning.

So far we have looked at principles that relate to choosing what vocabulary to teach and the conditions needed for learning it. There is an

¹²*Ibid.* 136

¹³David Nunan, *Language Teaching Methodology*, (New York : prentice Hall, 1991), 136

¹⁴*Ibid.*, 138

important principle that lies behind choosing and learning and that is the learners need to realize that they must be responsible for their own learning.¹⁵

As far as reading and listening are concerned, here some useful approaches to teaching unknown words;

1. Encourage students to ignore them and carry on. Most probably the meaning will become clear, or it was not important.
 2. Later, if students still want to know a word means, they can try to work out the meaning.¹⁶ The student to develop the vocabulary successfully.
- According to lines Caroline, there are six principles for teaching vocabulary, they are.¹⁷

6. Kind of Techniques of Teaching Vocabulary

Good vocabulary mastery supports each of the language skills, both receptive (Listening and Reading) and productive (Speaking and Writing).¹⁸ Therefore it is very important in English subject. Here are some ways in which we can help the learner understand the meaning of a word by using different approaches :

a. Demonstration

1. By showing an object or a cutout figure, the teacher shows an object, and the students have to guess what the object.
2. By gesture ; the teacher demonstrate something by using gesture ; and students have to guess the thing.

¹⁵*Ibid.*, 139-140

¹⁶Julian, Sue Garton. *From Experience to Knowledge in ELT*, (Oxford University Press), 36

¹⁷David Nunan, *Practical english language teaching young learners*, (New York : McGraw Hill Education, 2006),, 123

¹⁸*Ibid.*, 107

3. By performing an action ; the teacher performs an action, for example sweep the floor, and the students have to answer what the teacher is doing.

b. Pictures

1. By using photograph, blackboard drawings, illustration cut from magazine or newspaper; the teacher shows pictures to students and ask them to guess what the picture.

c. Explanation

1. By descriptive; the teacher describe something to students and ask them to guess.
2. By giving synonym or opposities; the teacher ask to students about the synonym and antonym of words.
3. By translating; the teacher ask to students to translate a sentence or a text.

7. Teaching for Creating interest

Without interest, students will not pay attention to the teaching. We can add challenge and interest to the teaching by :

1. Making it difficult for the learning to get from of the word.
2. Making it difficult for the learner to get the meaning of the word.
3. Making it difficult for the learner to connect the meaning and the form.

Making it difficult means that the teacher does not give the answer (form, meaning, or form plus meaning) directly to the learner. He forces the learner to guess, or to follow clues by the teacher or found in his own previous

knowledge. Thus, he must use his reasoning and interpretative abilities to find the answer. In other words, the teacher and the learners play games. The teacher must be careful to see that he makes the job difficult enough to challenge the learners but not so difficult that they give up. Instead, he should help them towards a sense of achievement-a feeling of having won game.¹⁹ Besides that, there are seven important things in teaching vocabulary, they are:

1. When presenting new vocabulary, we must teach its meaning and pronunciation.
2. The precise meaning of new words, in specific contexts, is very important
3. The meaning of new words can be taught through pictures, mime, real objects as well as from a situation in context.
4. Teachers need to ask questions to check that students understand the meaning.
5. Students need a lot of varied practice of new vocabulary.
6. Students need to revise new vocabulary regularly.
7. Students need to record and store new vocabulary in a helpful way.

B. The General Concept of Animation Movie

Animation is the art of bringing something to life. How it's brought to life can be done any number of different ways.

Those are some literature about Definition of Animation:

¹⁹Brne Donn, *English Teaching Perspectives*, (England: Longman, 1985), 188-189

Animation is the rapid display of a sequence of images of 2-D or 3-D artwork or model positions in order to create an illusion of movement. The effect is an optical illusion of motion due to the phenomenon of persistence of vision, and can be created and demonstrated in several ways. The most common method of presenting animation is as a motion picture or video program, although there are other methods.²⁰

There are many of animation. The most obvious source of one, 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 means 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.

Animation movie are one in which individual drawings, paintings, or illustrations are photographed frame by frame. Animations are not a strictly-defined genre category, but rather a movie technique, although they often contain genre-like elements. Animation movie are often directed to, or appeal most to children, but easily can be enjoyed by all. Animation movie is one form most easily to understanding all subject and material.

Movies are truly modern-day storytelling instruments. They have the power to reach massive audiences, which is why they should, and do, matter so much to society. Whether they are stories of afar or just everyday existence, good movies are a way for people to understand and relate to the world in constructive ways.

²⁰(<http://www.answers.com/topic/animation>. Accessed on September 14th, 2016

Based on personal experience advantages and disadvantages of animation movie are:

1. The advantages:
 - a. It's very fun, because there is a picture, colour, giving the impression that not boring.
 - b. You can got at your own pace and not have to keep up with everyone else.
 - c. Engages students in active learning, cooperative learning and uses a range of multiple intelligences (teachlearning, 2004).
 - d. Animation can be used to visualize a dynamic phenomenon or process which cannot be readily seen by the eye or science setting (e.g. meiosis), so they produce a visual product which shows the content (teach4learning, 2004). Has the potential to deepen their understanding of topic through visualization of content.
2. the disadvantages:
 - a. Students pay attention on the movie more than on learned material.
 - b. It takes time and costs much to provide attractive pictures.
 - c. Small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the movie.

C. Teaching Vocabulary using Animation Movie at Senior High School

In Indonesia, English is the first foreign language that has to be taught in many levels of education. English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation and also vocabulary.

In vocabulary classes, the teachers usually give a drilling of the word for the student. Then the students are to repeat and memorize it. By using this technique, the

student will get some new word after watches and listenes the dialogue of the movie. For some students, increases, but the class is usually dominated only by some active students, while the others feel depressed either because they are not good at memorizing new vocabulary. For the active and smart students, it seems that this kind of task is easy and they can follow the class well, but the weakness is that they are just able to speak up the sentences in the given dialogues. It is difficult for them to produce their own sentences.

The activity was begun by the watching the AnimationMovie which was appropriate who were imaginative and then followed by answering the researcher's questions and describing pictures of the characters from the movie. The next activity was the watching of the continuation of the same movie and followed by retelling story: the students were to retell what happened in the movie. And the last activity was the watching of the continuation of the same movie again and followed by story completion activity: students were to create the ending of the story orally based on their ownversion. Those activities involved group work and whole class discussion, in which the students can share their idea with the other friends, that were given chances as much as possible to express their ideas based on the Animation Movie they watch.

C. Specify to Vocabulary Evaluation

Evaluation is one of the aspects of teaching learning process. Evaluation is all the means that are used to measure the students 'performance formally in school.²¹ These include quizzes and tests, written evaluation, and grades. The evaluation also defined as a

²¹Robert E.Slavin, *Educational Psychology Theory & Practice (4h Edition)* (London:John Hopkins University,1994),347.

method to acquire and process the evidence needed to determine the students' level learning and effectiveness of teaching.²²

All these means of evaluation are to tell teacher, students, and parents how students are doing in school, to see whether teacher's instruction was effective, to find out the students that need additional help. Student evaluation serve six primary purposes.²³ These are evaluation as feedback to students, feedback to teacher, information to parents, information for selection and certification, information for accountability, and intensives to increase student's effort.

Evaluation is conducted through some steps. There are some procedures of evaluation. The procedure means steep in conducting evaluation. Those are planning, data collection, data verification, data analysis, and data interpretation.²⁴

There are four kind of evaluation that can used in conducting the evaluation on SyafulBahri's book. Those are formative, summative, co –curricular, and extracurricular.²⁵

1. Formative

The first kind of evaluation is formative. The formative evaluation is evaluation that is conducted after finishing a certain topics of lesson. This evaluation aims to know how the specific instructional objective is reached. The evaluation can use test, questioner, and the other appropriate way. Students are considered learning successfully if the objective is reached at least 75%.

²² Benjamin S Bloom.dkk, *Evaluation To Improve Learning*.(Texas:McGraw-Hill, 1981),4.

²³ Benjamin S Bloom.dkk, *Evaluation To Improve Learning*.(Texas:McGraw-Hill, 1981),499

²⁴WayanNurkancana,(1982),*EvaluasiPendidikan*,Surabaya:Usana Offset Printing.7

²⁵SyaifunBahriDjamarahdan Aswan Zain, *Guru danAnakDidikDalamInteraksiEdukatif*,(Jakarta:Rineka Cipta,1997),214

2. Summative

The second kind of evaluation is summative. The summative evaluation is evaluation that conducted after finishing several lessons for example a term. The evaluation also can be done through test and questioner that can evaluate the students' cognitive, affective, and psychomotor. Students are considered learning successfully if their mark in report book is at least 6. The scale of summative evaluation is 1-10.

The third kind of evaluation is co-curricular. The co-curricular evaluates the students out of the class. It related to assignment or homework that is given by the teacher. The teacher will give mark if the students have done the assignment given. The scale of mark given 0-10.

The last is extracurricular evaluation. This evaluation evaluates the students out of class. The evaluation do not relate to the lesson gotten in the class. It aims to enlarge the students' knowledge to improve their attitude and interest. The mark that is given by the teacher is qualitative such as good (B), and less (D). These mark are to determine the students' rank.

The evaluation has function to know the students' learning achievement and to measure how far the objective of learning that has achieved. Evaluation can be in some forms. It depends on the teacher who takes certain and appropriate evaluation to the students. By conducting evaluation, the teacher also will know the level of achievement of the students. Therefore, the teacher will be easy to put the students in the right class with their ability and give effectiveness of teaching –learning process.