CHAPTER II

REVIEW OF RELATED LITERATURE

A. Vocabulary

In learning a new language, it is impossible to separate the term vocabulary because besides grammar, vocabulary is also one of the language components. Students who want to get a new vocabulary, of course they have to learn about the component. Vocabulary has a role that is related to the phonology and grammar to help the students master the English language skills (listening, reading, speaking, and writing). Finnociaro states that "The students' vocabulary can be divided into two kinds, namely active vocabulary and passive vocabulary." Active vocabulary refers to the words which the students can understand and pronounce correctly can use them in speaking or in writing used by person to encode his idea. Passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing. The words or vocabularies can be spoken and also written. [4] The statement is really related to the English language skills, they are the passive skills (listening and reading), and active skills (speaking and writing). Beside that, Finnociaro also divided vocabulary into passive and active vocabulary. Passive vocabulary is for the listening and reading skills and the active vocabulary is for speaking and writing skills. Therefore, from the explanation above, the researcher assumed that a language learner should combine both of the active and passive vocabulary to increase his language skill and ability.

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[4] M.Finocchiaro, English As a Second Language (*From Theory to Practice)*, (New York: Regent Publishing Company,1974), 73.

Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. [5] The statement before means that someone will be able to understand what is talked about by a native speaker and be able to communicate fluently just by mastering vocabulary first, the rest is grammar. It is because vocabulary is really related to a meaning and what the native speaker mean. These are some reasons why students have to understand and master the vocabularies of a language that is being learned because it will really help them understand any materials which use English and help communicate with native speaker.

B. Teaching Vocabulary

Teaching and learning process usually is an integrated activity.[6] It means that the teacher is able to teach vocabulary in context using a certain sentence pattern structure to train speaking skill. In teaching vocabulary, a teacher has to consider about the pronunciation and also the classroom's condition. Simply, teaching and learning vocabulary can be done through these four (4) steps:[7]

1. Introducing

1. Applying   2. Modeling

2. Practicing

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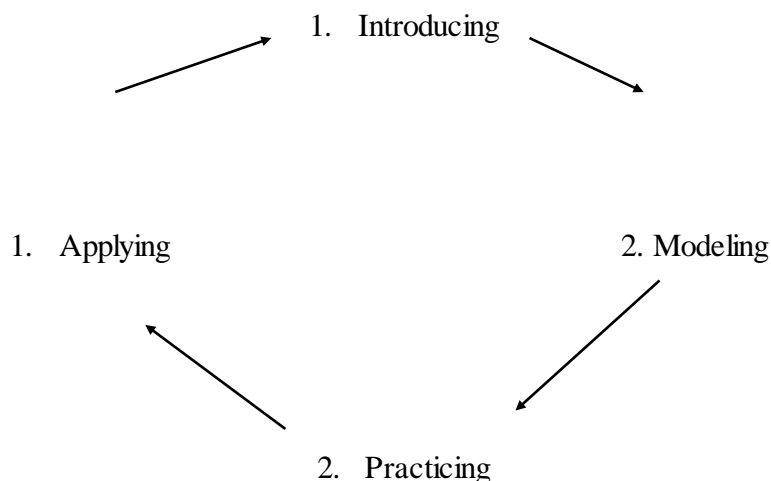
[5] Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002), 13.
[6] Kasihani K.E.Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2007), 48.
[7] Ibid.

1. Introducing, teacher introduces new words with correct pronunciation, through video, picture, or real objects.

2. Modeling, teacher gives example by acting as model.

3. Practicing, teacher train student to imitate and practice.

4. Student applies in an appropriate situation through teacher's help.

Besides considering about the pronunciation and the classroom condition, a teacher also has to consider several things in teaching vocabulary. Some of them are:

1. Teacher should teach learners useful words and use a strategy in the teaching vocabulary to help the learners figure out the meaning by their own. Useful words are words that children are likely to encounter-words that occur in a high frequency.[8] Useful words also can be words which are interesting for the learners.

2. Student has to acquire vocabulary learning strategies in order to discover the meaning of a new word. The strategy has to be really helpful for the students and makes the students easy to discover the meaning of a word by their won.

3. Having student mastering many learning strategies especially in vocabulary is a good way to improve their vocabulary mastery. In other word, the student is hoped to be understood of the meaning and the function of the word in a context through many learning strategies that has been applied by a teacher.

4. New vocabulary has to be integrated into teaching four skills. It means that you can teach vocabulary through listening, reading, speaking, writing because all of the skills need the vocabulary mastery.

C. The Principles of Teaching Vocabulary

Noticing some principles in teaching vocabulary before doing the teaching and learning process can be really helpful to the ESL and EFL program. They can be used to

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[8] Lines T caroline, David Nunan, Practical English Language Teaching: Young Learners (New York: Mc Graw Hill, 2006), 122.

help learners develop oral- and written- language skills.[9] Some principles in teaching vocabulary that may help you in teaching and learning process are as follow:

1. **Emphasize both direct and indirect teaching**

   Direct teaching/direct instruction is teaching a word and the meaning directly, besides indirect teaching/indirect instruction tends to help students learn appropriate strategies to figure out the meaning of a word on their own.

2. **Teach vocabulary words before a new activity**

   In this principle of teaching vocabulary, students are better able to comprehend the activity and it is more likely that students will acquire the target vocabulary trough teaching vocabulary words in advance.

3. **Teach how to use context clues appropriately**

   Students can easily guess the meaning of a word just through the context. It is one of the strategies in teaching vocabulary. But, what should be remembered is that not all words can be guessed just by the context.

4. **Present multiple exposures to new vocabulary items**

   A new vocabulary is not always be mastered fast by students. Sometimes teaching a new vocabulary once and in a context is not always success, because sometimes the students forget the vocabulary in the next day. In order to avoid the trouble, a teacher has to reappear the vocabulary in a different context in the next several days.

5. **Give opportunity for *deep processing* of vocabulary items**

   Deep processing means working with information at a high cognitive and/ or personal level.[10] Trough deep processing students more likely remember the information that they got. Part of deep processing is that the students are able to

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[9] Lines T caroline, David Nunan, Practical English Language Teaching: Young Learners (New York: Mc Graw Hill, 2006), 123.

[10] Ibid, 126.

connect the new words and their prior knowledge. Deep processing is a very important component of vocabulary acquisition and development.[11] It is related to reading, reading comprehension, and to overall language development. Deep processing refers to using words in contexts which are meaningful to the learners.

6. **Teach students to use dictionaries**

There are so many kinds of dictionary. A teacher has to be clever to guide her students in choosing an appropriate one and using it maximally and properly. It is appropriate to young learner to use a picture dictionary while the learners with English-language Literacy skills use dictionaries where the words are placed in alphabetical order.

7. **Have students keep vocabulary notebooks**

Vocabulary notebooks give students many opportunities to develop varieties of vocabulary acquisition strategies and also make students able to control over their learning. Young learners can create their own picture dictionaries while the older learners can make more sophisticated notebooks and dictionary.

D. Learning Media

As a foreign language, English is considered being difficult to be learned. In order to decrease the difficulty on learning the English, a teacher has to consider what strategy and what approach that is able to make the learning more interesting and easier. Having the student's attention is not easy, a teacher is demanded to be creative and able to create a conducive situation that makes the student motivated in learning English. One way that is able to interest the student's interest and motivation is through teaching media.

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[11] Ibid, 126.

The National Education Association defines that media are the forms of communication either printed or audiovisual.[12] We can also define media as anything that gives any information from one source to another, from sender to receiver, or from teacher to student. In teaching and learning process, media can help the teacher to transfer the material clearly and easier to be understood by the students.

E. Types of Learning Media

Generally media are divided into three types. They are 1) Visual Media, 2) Audio Media, and 3) Audio Visual Media;

1. Visual

Visual media is one of Medias that has an important role in teaching and learning process. Visual media is able to help the students easily in understanding materials. Therefore, visual media is as tools, which use in the teaching learning process. It means that visual media is as something that could be seen.[13] In other words, the visual media is a media that could be seen and touched like picture, portrait, map, miniature, and other. Visual Medias that are common used by a teacher are blackboard, picture, flashcard, chalkboard, puppet, chart, graphic, and model.

2. Audio

Media audio to the listening skill is a media which the content is recorded and listened.[14] It means that the audio visual is related to the listening skill and cannot be seen but just can be listened. Some examples of the audio Medias are radio, DC, cassette recorder, audiotape, and others.

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[12] Nuhung Ruis, et all, *Instructional Media*, (Jakarta Selatan: Centre for Development and Empowerment of Language Teachers and Education Personnel, 2009), 2.
[13] http://art-corners.blogspot.com/2012/06/teaching-speaking-through-visual-media.html, 31:03:2014, 19.30
[14] Kasihani K.E.Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2007), 102.

3. Audio-Visual

Audio-Visual is a media that can be seen and listened like TV, film, and video. The process of learning has become quiet exiting for the students with the AV aids.

F. Functions of Learning Media

In teaching and learning process, the media's use is really helpful. It is because the media is one of the components in supporting the teaching and learning process. The outcomes often realized are:[15]

1. **The delivery of instruction can be more standardized.**

A teacher may explain a material in a different word and ways for each class, but it will not be a problem if a teacher uses a same media in teaching his students because through media the differences can be reduced and the same information can be gotten by the students as the bases for further study, practice, and application.

2. **The instruction can be more interesting.**

Media is a tool that is able to ease the student's understanding of a material that is transferred by a teacher. Media that is interesting makes the classroom's condition more alive, increasing student's motivation, and makes the student enjoy in teaching and learning process. Some factors that make the teaching and learning process more interesting are like the clarity and coherence of a message, the attractiveness of changing images, the use of special effects, and the impact of ideas that can arouse curiosity.

3. **Learning becomes more interactive through applying accepted learning theory.**

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[15] Kemp. Jerrold E, *Planning and Producing Instructional Media*, (New York: Harper and row publisher, 1980), page 3-4.

Through media, it is hoped that there is a continual interaction between the learner and the media itself in order to make the teaching and learning being effective. Because of the interaction, the student's attention is alive. Student is able to participate the teaching and learning activity, giving feedback, and others.

4. **The length of time required for instruction can be reduced.**

Teaching and learning process may take long time to make the student understand about the material. But, through media in teaching, the time will be more efficient because the media is more practical, the material is easy to be understood, and the student can go to the next step of teaching and learning process like doing assignment and practice. Therefore, this can lead to a greater efficiency in the use of time for both the teacher and the student during a teaching and learning process.

5. **The quality of learning can be improved.**

The quality of learning can be improved when there is a careful integration of pictures and words, because when the integration is happen, the teaching media can communicate elements of knowledge in a well-organized, specific, and clearly defined manner.

6. **The instruction can be provided when and where desired or necessary.**

Media is easy to be found everywhere. A student that wants to improve her study whenever and wherever is able use it easily when desired.

7. **The positive attitude of students toward what they are learning and to the learning process itself can be enhanced.**

In teaching and learning process, it is really needed the student's participation or student's activeness. The student's participation or the student's activeness comes from the student's motivation in learning a new material. A

conducive and enjoyable environment can be coming from what media that is used by a teacher. Therefore, media also has positive effect of increasing the student's positive attitude toward what they are learning and to the learning process itself because it makes the student enjoy the learning.

8. The role of the instructor can be appreciably changed in positive directions.

By applying any media in teaching and learning process, a teacher also gets so many advantages. Some of them are first, much of burden for repeated explanations of content and skills can be eliminated. Second, by not having to present as much information verbally, other, possibly more important aspects of a course can be given attention. Third, the instructor has increased opportunity to fulfill the role of being a consultant and advisor to students.

There are some reasons that teacher should take the media in helping their teaching. Media are able to be utilized for:[16]

1. Helping simply the language learning process and perfecting it

2. Reducing the use of mother tongue

3. Raising the student's motivation and interest

4. Explaining the new concept in order to the student can understand without any difficulties and misunderstanding

5. Improving the quality of teaching English

6. Create the learning activity more interesting and interactive

G. General Guideline for the Use of Learning Media

Although the learning media is not doubted anymore to enrich the teaching and learning process, it cannot assure a good teaching. Because its effective use will be appear when the learning media is integrated to a trainee teacher. Blith-Lord (1991),

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[16] Kasihani K.E.Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2007). 101

Farrant (1981), and Michealis (1975) in Onasanya's Journal say that the following

guidelines can be followed to ensure successful integration of media in practice

teaching.[17]

1. A trainee teacher should consider the entire school environment as a student's
laboratory for the student's learning and practical application of his knowledge.
Therefore, instructional media selection, arrangement and re-arrangement of
learning environment, and the use of materials and equipment to promote learning
are basic in self-contained classroom.[18]

2. People around the school should be viewed and utilized as a laboratory for the
student's learning.

3. Media should be design, produced, selected, or used to reach the learning
objectives.

4. Media to be used by a trainee teacher should be considered in term of concreteness
or abstractness of experience which the media would produce.[19] Trainee teacher
should be sensitive of the situation's changing in his classroom and has to have
alternative media to meet individual differences of the students.

5. Media should be selected for instructional purpose based on specific criteria that
related to instructional planning. The criteria are like 1). The nature of the
audience in terms of chronological age, sex social, culture, environmental, and
economic background of the learners, 2). Entire level, 3). Motivation, 4). The
physical abilities or disabilities of learners, 5). Learner's long-established
perception and cultural characteristics, 6). The objective to be achieved (whether
cognitive, affective, or psychomotor), 7). Nature of the subject content, 8).

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[17] Onasanya, *Selection and Utilization of Instructional Media for Effective Practice Teaching*, (Nigeria: Institute Journal of Studies in Education, 2004), 132.
[18] Ibid.
[19] Ibid.

Physical qualities of the media, that is, the attributes, authenticity and significance of the content, 9). Cost of the media, 10). Expected role of students, and 11). The mode of instruction among others.[20]

6. The teaching media should be utilized maximally in a variety of teaching strategies. The possibility of using multi-media should be considered because a single media may not be adequate to achieve all the teaching objectives.

7. When choosing or designing media, a teacher should consider about learner's participation. In other word, the learner should be more active through the media like involving in discussion, project, dramatization, etc.

8. Evaluating the use of the media can be through observation, individual project, and questionnaire. The result of the evaluation can be used to improve the media usage in the subsequent lesson.

H. Principle of Choosing Learning Media

Once you conclude that using instructional media will help you achieve your explicit and/or implicit goals, it is useful to apply the basic steps in the instructional development process to choose and apply the appropriate media.[21]

1. Review instructional goals, objectives, audience and instructional strategies

2. Determine the best medium for your lesson components

3. Search for and review existing media/materials

4. Adapt existing media/materials if necessary

5. If new media/materials need to be developed:

    a. Determine format, script, visuals, etc

    b. Draft materials and media

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[20] Onasanya, *Selection and Utilization of Instructional Media for Effective Practice Teaching*, (Nigeria: Institute Journal of Studies in Education, 2004), 132.

[21] Nuhung Ruis, et all, *Instructional Media*, (Jakarta Selatan: Centre for Development and Empowerment of Language Teachers and Education Personnel, 2009), 10.

   c. Check for clarity and flow of ideas

  6. Conduct formative evaluation

  7. Implement/apply

  8. Evaluate/revise

  Strauss and Frost (1999) in Nuhung Ruis, et all's book identify nine key factors that should influence media selection:[22]

 1. Institutional resource constraints.

 2. Course content appropriateness.

 3. Learner characteristics.

 4. Professor attitudes and skill levels.

 5. Course learning objectives.

 6. The learning relationships.

 7. Learning location.

 8. Time (synchronous versus asynchronous). and

 9. Media richness level.

I. Subtitle

  D az Cintas and Remael in a journal on subtitle said that Subtitling may be defined as a translation practice that consists of presenting a written text, generally on the lower part of the screen, the discursive elements that appear in the image (letters inserts, graffiti, inscriptions, placards, and the like), and the information that is contained on the soundtrack (songs, voice off).[23]

> *A subtitle file is a set of phrases or words corresponding to: a set of dialogues, a description of an event or a translation of strings displayed on screen (in general destined to deaf people, or people without skills in the original language). A subtitle is a textual data usually presented at the bottom of the screen. The text could be written in original version or*

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[22] Ibid.
[23] *Subtitling workshop* (Introduction to Translation and subtitling), (London: Routes into Languages), 1.

> *in a foreign language and corresponds to what is being said*
> *by an actor or what is being described.*[24]

Subtitle on a film, video, or television programs can be in the original language of the audio, can be the second language, and can be the foreign language. Subtitle is really helpful for deaf people and language learners; especially for the foreign language learners because the foreign language can be heard while the translation is being read in subtitled television programs, viewers might be able to pick up some words of the foreign language.[25] It means that watching film, video, television programs, and others with subtitle is able to increase students' vocabulary and also students' pronunciation because students are learning the meaning of words in the context of spoken words supported by pictures on the film, video, television programs, or others.

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[24] Lavecchia Caroline, et all, *Building a bilingual dictionary from movie subtitles based on inter-lingual triggers*, (France: LORIA, IUFM of Lorraine), 2-3.
[25] Cees M. Koolstra, et all, *The Pros and Cons of Dubbing and Subtitling*, (Sage Publication, 2002), 341.