

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents literature review used in this study. The review of related literature intended to provide previous studies and information related with the research problems, including overviews of the definition of vocabulary, animated video, young learner, and review of related study.

#### **A. Vocabulary**

##### **1. Definition of Vocabulary**

Vocabulary becomes one of the important skills to be mastered by the second or foreign language learners. This because vocabulary is the main task in learning languages. In addition, the performance of English skills such as speaking, writing, listening, and reading skills can be affected by the vocabulary acquisition. Due to the lack of vocabulary, foreign language learners usually do not show the maximum achievement in other skill areas and also in their academic achievement. Vocabulary and language cannot be separated since language itself contains of vocabulary. in other words, vocabulary is a bridge to mastering other skills of language. In addition, the learners will also may have difficulty in reading text, involved in conversation, or listening to English audio because they do not know what is the meaning of words conveyed by another person.

Vocabulary is list of words with their meanings and is used to understand and create a meaningful sentence. American Heritage Dictionary cited in Lestari (2018), states that vocabulary is some words used by someone, understanding by someone, or mastered by someone. In this case, people know how to produce the language, so they can understand the words they use. Similarly, Hatch and Brown (1995) cited in Setiawan, Budi (2010) states that the term vocabulary refers to a list of words in particular language or a list of words that individuals use. So, it can be concluded that vocabulary is a set of words someone knows, understands, uses, or masters and considered as one of the important components which has to be mastered by English language learners in order to communicate in meaningful way.

## **2. Types of Vocabulary**

Celca-Murcia (2000) cited in Lestari (2018) mentioned two kinds of vocabulary, namely:

### **a. Productive versus Receptive Vocabulary**

Productive vocabulary is the lexical terms which the learners can remember, is able to understand the words, and use it appropriately in speaking and writing. Meanwhile, receptive vocabulary is only on the learners' understanding in the context of reading and listening.

### **b. Content Words versus Function Words**

Content words are the vocabulary items that is representing most of vocabulary items. For example, noun, adjective, verb, and some adverbs. Content words should be taught as a part of vocabulary itself. Then, function words are the vocabulary items that are divided into closed words vocabulary, preposition, many adverbs, and determiners. Function words should be taught as a part of grammar.

Moreover, Lopez., et al (2016) also mentioned four classification of vocabulary:

- a. Size, is the number of words that the learners can learn.
- b. Depth, is the knowledge that the learners have reached. Depth is more relevant than the size because even if the learners have many vocabularies without understanding, they cannot reach the maximum ability of other English skills.
- c. Receptive or also called passive is when the speaker interpreted the words in different situations that received messages.
- d. Productive or also called active, is the words that the speaker actually used in the messages they try to convey.

Vocabulary in this study is the type of content words vocabulary which contains nouns, verbs, adjectives, and some adverbs.

### **3. Teaching Vocabulary**

According to Alqahtani (2015), as languages are based on words, teaching vocabulary considered as a crucial aspect in learning a language. Learning languages without words is impossible since communication between human beings is based on words.

There are several techniques in teaching vocabulary. Takac & Singleton (2008) states that techniques employed by teachers depend on some factors, such as time availability, content, and its value for the learners. The followings are some techniques in teaching vocabulary proposed by some experts:

a. Teaching vocabulary using objects

Using object as a technique of teaching vocabulary can help learners in remembering vocabulary better than not using objects. Because memory for objects and pictures is very reliable and visual techniques can be the most influencing factor for remembering words. Using objects in this technique includes the use of demonstration and visual aids. In addition, when presenting concrete vocabulary for beginners or young learners, using real objects technique is appropriately employed for them.

b. Teaching vocabulary by drilling, spelling, and active involvement

To make learners get accustomed to the word form especially to how it sounds, drilling is needed for them. According to Thorbury (2002), drilling should be clear and natural to make

learners more familiar with the words. Reed (2012) states that the primary means of spelling is actually memorizing words. Since spelling forms of English words is not always inferred by the pronunciation, the words spelling needs to be considered.

c. Teaching vocabulary using drawing and picture

Using drawing and pictures in teaching vocabulary connect learners' prior knowledge to a new story. In the process of teaching and learning, it can help them to learn new words. There are many of vocabularies that can be introduced to the learners by using drawing and pictures as the illustration of the words.

## **B. Young Learners**

### **1. Definition of Young Learners**

One of the important aspects of teaching English as a foreign language is age. In the same line, Harmer (2007) also states that the major factor in teachers' decision about how and what to teach is the age of the students. According to Harmer (2007), learners of EFL can be classified into three different categories based on their ages, namely: young, adolescence, and adult learners. An English teacher should prepare himself for various teaching strategies because each types of learners have different needs, competencies, and cognitive abilities. Furthermore, Harmer (2007) states that young learners may learn a foreign language more effectively through games or anything catch their interests, whereas adults may learn best when their abstract thinking is encouraged.

According to McKay (2008), those who are learning a foreign or second language in their first six or seven years of formal schooling are considered as young language learners. In the educational systems of the majority of nations, those who are labeled as young learners are kids who are in primary or elementary school. In terms of age, young learners are in the range from around five to twelve years old. Similarly, Scott and Ytreberg (1990) states that students who are in their earliest years of formal education (usually between the ages of five and six to eleven or twelve).

Considering the previous explanation, it can be said that young learners are students who are learning English as a foreign language in their earliest years of formal education from about five to twelve years old. In this study, the researcher will focus on young learners of eight years of age (students in second grade in elementary school).

## **2. Characteristics of Young Learners**

As stated above that teaching English as a foreign language to young learners are different with teaching a foreign language to adults or adolescents. In the same line, from Bransford and Brown (1999) stated that young and adult learners are different in many ways of learning a foreign language. Additionally, Cameron (2001) claims that there are some obvious differences: (1) children are mostly active and more enthusiastic, (2) they want to please the teacher instead of trying to win over their peers, (3) they will still try

it out even when they are unsure of the purpose of an activity, and (4) they lose interest more quickly and struggle to maintain their motivation for challenging jobs.

Based on the characteristics of young learners above, it can be concluded that young learners are more enthusiastic and active rather than adult learners, they either pretend to understand or they understand in their own understanding, they can catch and lose their interest into the teaching quickly. Furthermore, Ana (2018) also states that young learners are often get bored easily, have short attention spans, and love to play. Due to these characteristics of young learners, English teachers must be imaginative and creative in how they plan lessons to engage young learners.

In addition, young learners tend to learn more effectively when it involves their sense of hearing and seeing. Similar opinion comes from Harmer (2007) that said young learners' understanding through physical such as hands, eyes, and ears are dominant at all times. Also, young learners are often learning better when they are enjoying themselves. In this case, the researcher aims to developed an animated video which stimulates their vocabulary mastery through what they see and what they hear.

### **C. Animated Video**

One of the factors of the successful students' understanding is the use of media in teaching and learning process. In several studies about students' achievement, it shows that their understanding increased

because they really understand the lesson being studied. Along with these results, one of the methods that affect students' understanding is learning with video. However, Nurizmawati, et al (2015) states that the mastery of the material presented to the students must be balanced with the technology used.

Teachers usually use teaching aids to convey the message of learning, in form of drawings, models, or other tools, which can provide concrete experience, motivation to learn. One of the instructional media has been developed is a video learning, which is a computer-based. Video is a combination of audio and visual media that produces moving images and natural or adjusted sound. The presentation of materials needed for teaching learning process through video can affect students' interest in learning. In addition, in this context that animated video is used to teach vocabulary, learners will be easier to know and memorize the words or things they saw in the video than through books.

### **1. Definition of Animated Video**

Animated video or also known as animation is the process of making motion illusion and the change of rapid display of images sequence that minimally differ from each other. Animation is an art and craft, which is embracing drawing, sculpture, model-making, performance, dance, computer science, social science, and much more. Mayer and Moreno (2002) cited in Musa, S., et al (2013) states that animation is a form of pictorial presentation which also refers to motion pictures showing associations between drawn figures



generated by computer. Harrison, H.L., and Hummell (2010) define animation as a quick display of a sequence of static images that create the illusion of motion. Taylor (1996) also state that animation video is the rapid display of a sequence of 2D or 3D images artwork to create an illusion of movement. It can be concluded that animation video is a rapid display of images minimally differ from each other that create illusion of motion or movement generated by computer.

Animation continuously offers new aesthetic, narrative, and technical possibilities, and technically, encouraging new animators or artists to explore new types of storytelling, to create new graphic and illustration styles, while using both traditional and new tools in animation.

## **2. Animated Video as an Education Tools**

According to Musa, S., et al (2013), animated video, especially educational animated video can be considered as one of the main tools available for teachers to present effective learning. Here are the usages of animated video in education, especially in vocabulary learning:

- a. To help learners to visualize something which cannot be seen easily and immediately in the real world,
- b. To serve a decorative function. For example, special animated effects sometimes can impress learners in the opening of a lesson,

- c. To gain attention; using interesting special effects for the images, frames or scenes, moving symbols or characters, and animated prompts transitions,
- d. To provide feedback. An interactive animated video usually uses games or interactive questions then give the viewers feedback that can motivate learners to strive for correct answers,
- e. To assist with language teaching and learning. The use of animation can be used in all areas of language skills development such as increasing vocabulary acquisition.

There are few reasons why animation could be particularly useful for teaching learning process, they are:

- a. Animation can be an effective way for explaining grammar because it is more interesting than traditional learning method.
- b. According to Massaro (2003) cited in Musa, S., et al (2013), technology has the potential to help individuals to learn a new language, especially in modeling pronunciation.
- c. Animation provides listening input. It is because animation consists of audio and visual, so that the learners can gain new knowledge and easier to train their listening skills.
- d. Animation can provide an unlimited source of reading texts matched to the students' interests and ability levels.
- e. Animation can motivate and stimulate students' productive skills (speaking and writing) by receptive skills (listening and reading) presented in animation.

According to Hu (2006), movies provide both audio and visual materials that helps learners to understand the language easily. When learners watching animated video, they are not only listening to the characters dialogue, but also watch their movements

#### **D. Doratoon as a Video Animation Maker**

##### **1. Definition of Doratoon**

Doratoon is a web-based video maker that allows user to create animated presentations by importing images, music, user-created voice-overs from their devices. Doratoon is a software to create animation that also allows people in the education and business sector to create presentations and animations by offering several features that help creators in making good presentations and animations. The creators can create animation based on the template provided or uploaded the properties by themselves. This web-based animation maker offers their services to educational institutions, small & medium businesses, enterprise, and agencies. Doratoon was founded by Bruce Wei and was launched in 2015 by Laipic Technology and Culture Pte. Ltd. Bruce Wei hopes that Doratoon can be the bridges from the gap between the presenter and the audiences in online scenarios. The vision of Doratoon is to be the leading digital creative platform in the world with their bravery, integrity, innovation, and carefulness. Doratoon has been being the easy-to-use animation video free creation with the colorful genuine material for personal use, commercial activities, independently

developed AI drawing, and PPT importing in the form of short video making. Since the released, Doratoon now has more than 1 million users.

Doratoon is available in two difference plans: subscription plan for personal who wants to use doratoon, and education plan for institutions and districsts. The difference plans surely has the different pricing and different options to pay. In subscription plans, there are three types of pricing. They are Basic, Pro, and Pro+ that can be paid monthly or yearly. For the basic option, the creator can make animation video in limited length and limited access to free stocks provided by Doratoon. If the creator wants to access more stocks in Doratoon, they can pay for Pro and Pro+ options start at 192.000 in rupiahs / month. In Pro and Pro+ options, the creator can create animation video longer than the Basic, without Doratoon watermark, and full HD quality videos. For the education plan, the creators can use an account for 10 until 15 users. The price for education plan is 4.784.000 in rupiahs / month. The features is almost same with the Pro+ pricing, but the exported media from education plan pricing has the commercial right meanwhile in Pro+ is third-party resell rights.

## **2. Doratoon Platform**

### **a. Home**

This is the view after the creator log in the Doratoon using e-mail and password. There are few buttons, namely create,

templates, my videos, my uploads, my collections, and my subscription. Each button has different function.

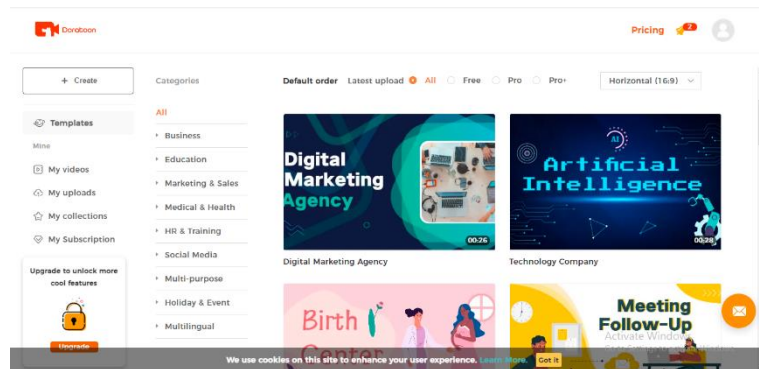
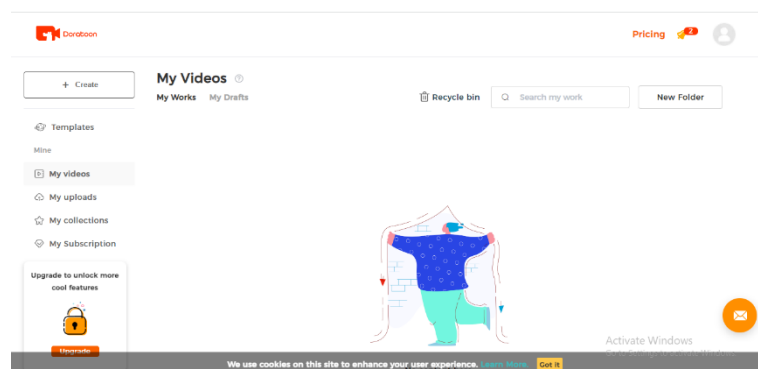


Figure 0.1 Doratoon's Tool

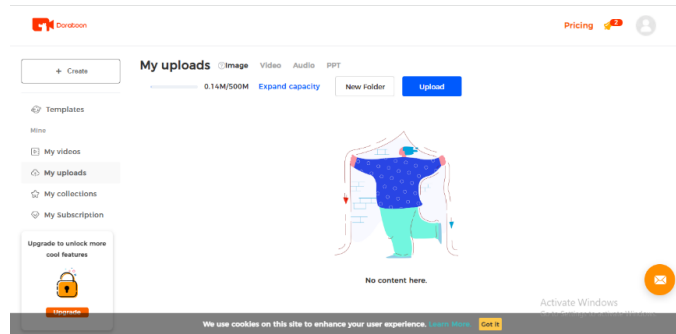
## 1) My videos

In “My videos” view there are two options of videos that will be edited by the creators. They are “My works” and “My drafts”. My works contains the video that has been created and exported. In My drafts, contains the videos has been created but has not exported yet.



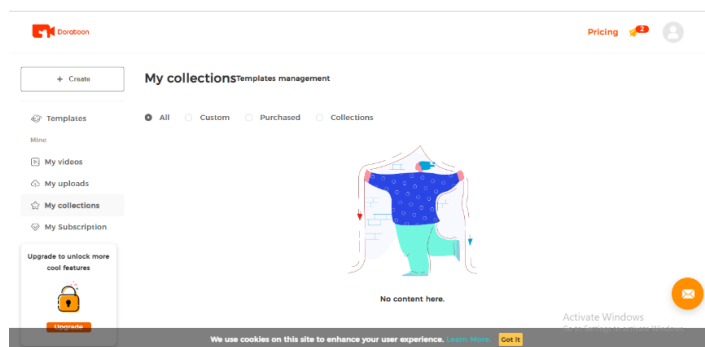
## 2) My uploads

My uploads contain the illustrations including image, video, audio, and PPT uploaded by the creator.



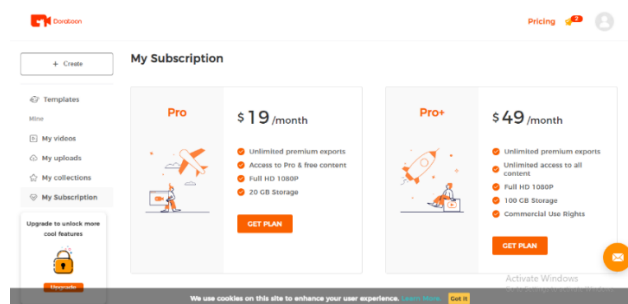
### 3) My collections

My collections contains material customized or purchased by the users.



### 4) My subscription

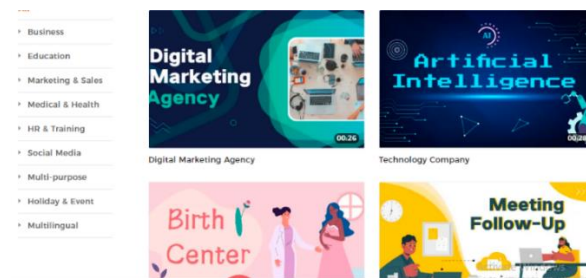
The link of my subscription explains the pricing for unlimited access in Doratoon and the advantage of the users after paid for Pro and Pro+ types.



#### a. Templates

There are more than 100 templates provided by Doratoon with each category including business, education, marketing &

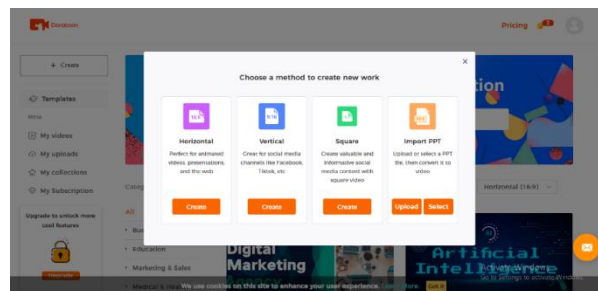
sales, medical & health, HR & training, social media, multi-purpose, holiday & event, and multilingual. The users can use the template for their creation according to their needs. Some of them are free access and the others needs Pro and Pro+ access.



## b. Create

### 1) Size

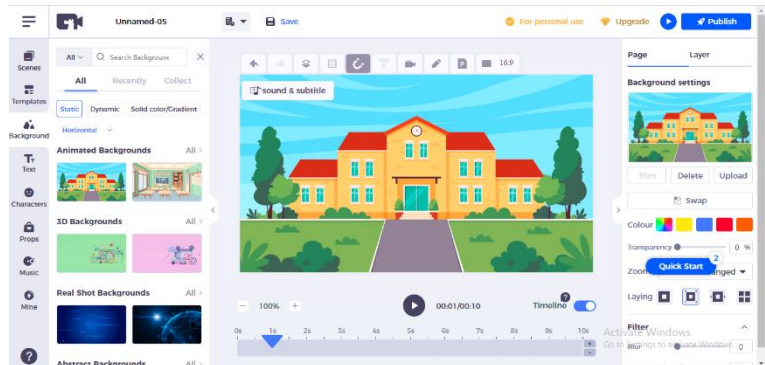
The create tool is used to create some works. If the users click this tool, there will be some options to create the video. The users can choose the mode of their videos in horizontal, vertical, square, or even import PPT from their devices.



### 2) Background

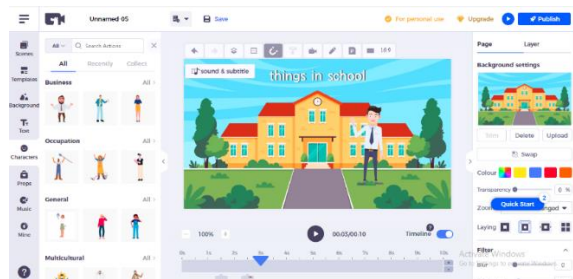
This tool provided more than 100 background to use in the animation video that can be chosen by the creators. The background also has categories such as animated background that include a situation pictures, 3D background,

real shot background which is photography background, and abstract background.



### 3) Characters

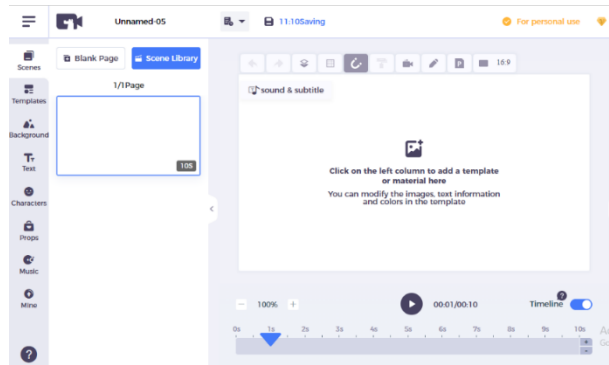
This tool provided more than 300 characters that can be used. There are more than 100 characters that is freely access from all categories. The categories are business, occupation, general, multicultural, education, health, children, holidays & costumes, animal, celebrity, and sketch. The characters are not in images type but it can move as the characters' template. The moves for each character are different. The default moves are waving, talk, walk, think, and shy.



### 4) Scene

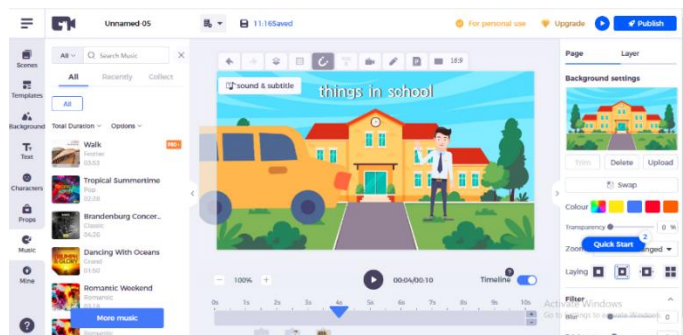
Scene tool is a library of scenes created. The creator can give a transition for each scene.





## 5) Music

Music tool is a tool where the creator can use songs provided by Doratoon as a back-sound to make the video less boring.



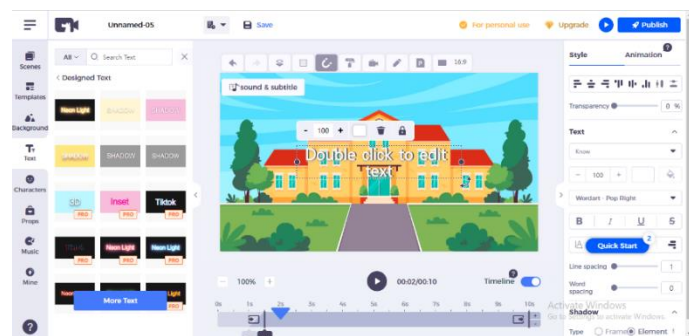
## 6) Props

Props tool is properties collection that can be used by the creator. There are more than 300 properties provided. Most of the properties are in image type and some others can move such as bouncing, fading, and so on. The properties also differentiate in some categories. The creator can search any properties they want to use by typing the name of the things.



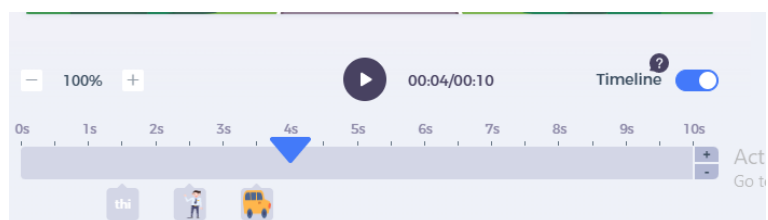
## 7) Text

Text tool is to make texts the creator wants. There are six text font that freely access. The fonts are limited only on the Doratoon provided. So, the users have limited options to creating the text.



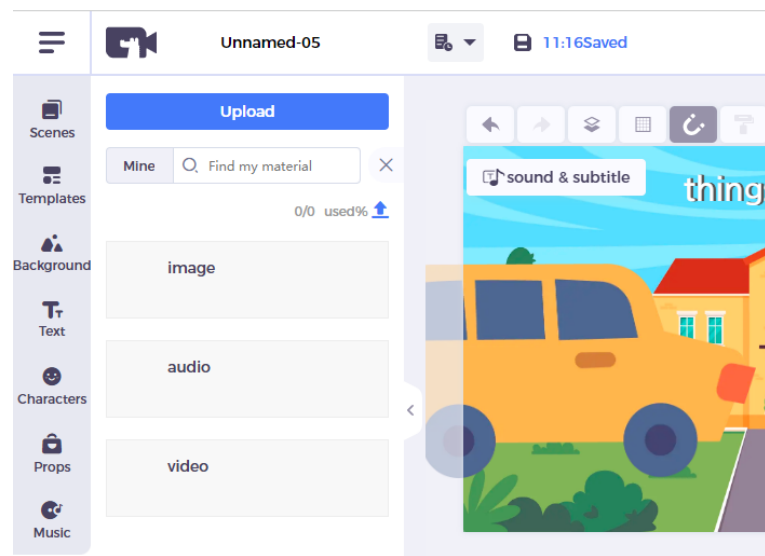
## 8) Timeline

Timeline is the tool to markup the duration of each scene created. In timeline, the users also can drag the illustrations added to adjust the in and out time for each illustration.



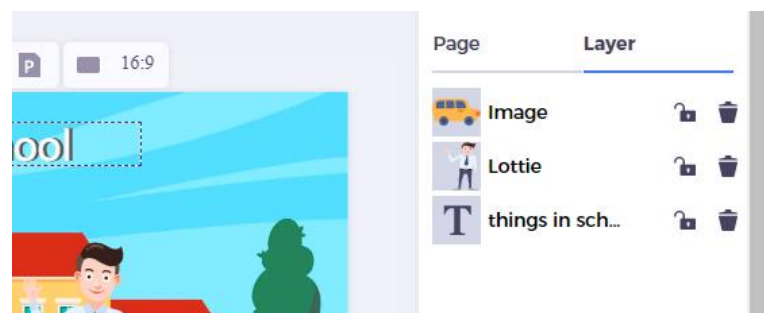
## 9) Uploaded Materials

The tool for uploaded materials by the user named “mine”. In this tool, the users can view all the materials has been uploaded including image, audio, and video.



## 10) Layer

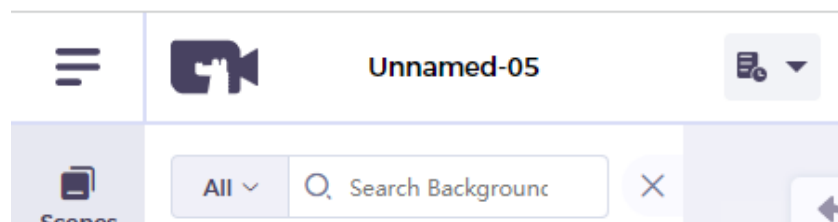
Layer tool is to show the layering or illustrations' position. For example, here the text is under the character and property. Therefore, the text position is behind the character and property. However, the user can change the position by dragging the illustration up or down.



## 11) Name

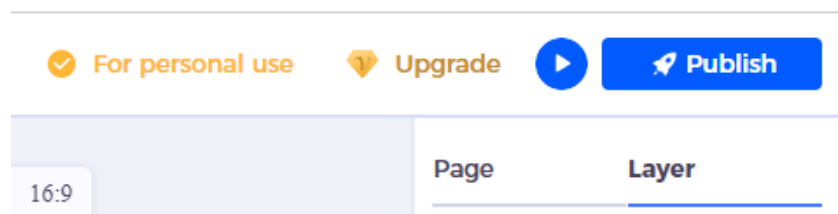
Name tool is to rename the video has been created.

For example, here the name is “Unnamed-05” means that this video has not been renamed yet and this video is 5<sup>th</sup> draft of the user. To rename this, the user can click the “Unnamed-05” and type the name that they want.



## 12) Review and Publish

The review tool is marked with a blue circle. This tool aims to allow the user to review the video before it is published.



## E. Related Previous Studies

Some research about developing animated video as learning media are conducted as follows:

1. A research was conducted by Simorangkir et al (2019) entitled “*Developing Batu Belah Vocabulary Animation Video Teaching Material for Kindergarten*”. This study was created to make a vocabulary animation video based on Batu Balah legend, a

folklore from West Kalimantan that aimed to increase students' interest and introducing vocabularies to kindergarten students.

2. A research was also conducted by Kittidachanupap, N., et al (2012) with title "*Development of Animation Media for Learning English Vocabulary for Children*". The result of the study is the development of animation media and the students' scores after learning through animation media they develop is higher than normal class. This study leans more towards experimental research by using animation they have developed before. From the study, it shows that animation media can be used as the learning media for teaching because the students were shown the best achievement in English vocabulary.
3. A similar study about developing media in teaching English entitled "*Developing Animation Videos as Learning Media for Students Speaking Ability in Description Text on Junior High School 2 Metro*" was also conducted by Fitri, N., et al (2022). This study aimed to develop animation videos for teaching speaking ability in Junior High School level. The output of the research is an animated video that consist of descriptive text about profession for high school students' speaking ability. From the result, shows that the animation videos development can be a very feasible and attractive media to use in teaching learning process.

From the previous studies explained above, there are differences between the previous studies with the recent study titled “Developing English Vocabulary Material of the Young Learners Through Animated Video” as follows:

1. The previous studies by Simorangkir, et al (2019) and Kittidachanupap, N., et al (2012) were conducted for kindergarten students in learning vocabulary, and a study conducted by Fitri, N., et al (2022) was to find out the animated videos development process and the feasibility of the media in junior high school 2 metro to learn speaking English especially in description text material. Meanwhile, the recent study will be conducted to develop vocabulary material for young learners through animated video. The term of young learners here is specifically the second-grade students of SD Modern Paramadina Kediri.

The previous study conducted by Simorangkir, et al (2019) was developed an animated video for vocabulary learning based on the words in West Kalimantan folklore titled Batu Balah. The study by Kittidachanupap, N., et al (2012) was developed a vocabulary 2D animation based on simple and basic words found in daily life. A study conducted by Fitri, N., et al (2022) was developed an animated video for speaking skills based on descriptive text material. Meanwhile, the recent study will develop an animated video based on second grade students’ English hand book produced by Fokus