

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents literature review that contain about vocabulary, kinds of vocabulary, purpose of teaching vocabulary, aspect of teaching vocabulary, how to build vocabulary, the use of media for teaching vocabulary, the definition of animation video, teaching vocabulary by using animation video, and previous study.

A. Vocabulary

As explained in the background of the study, vocabulary takes such as fundamental role in mastering English as foreign language well. There are some definitions of vocabulary proposed by some experts. According to Hornby vocabulary as the total number of words in language and vocabulary as a list of words with their meanings. And Thornbury stated that “ Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Evelyn and Cheryl (1995:1) stated that vocabular is a list of words that used for particular language or a list of words that individual speakers of a language might use. Mc Whorter (1980:311) said that means of vocabulary is the ability to recognize individual words and to associate the other word or vocabulary is the competence skill in recognizing words and its means. According to Ur (1998:60), vocabulary means as the words that we teach in foreign language. And according to Lado (1964:182), vocabulary is words as

units that part of grammatical pattern. In a sense, vocabulary can be mentioned as a word that can be an element which can stand alone as an utterance, it cannot be divided into two or more parts similarly characterized. It means that vocabulary is basic of skill in the language or vocabulary means as the words with a meaning that come out from mouth and produced by a person that used for communicating for one person to others.

Definition of vocabulary also described by Willis (2011), he describes when students can build their mastery of vocabulary, they also can be more effective in communicating ideas, knowledge and their opinions.

From the definition, we can make a conclusion that vocabulary is the basic element of language learning, because without understanding vocabulary they will have difficulties in the next learning process. To express something, they must know about many words, so that it is easier for them to show what they mean.

B. Kinds of Vocabulary

According to Montgomery (2007) there are four different kinds of vocabularies. The first kind is speaking vocabulary, it is the words that we use in everyday talk at home or at work. The second is writing vocabulary, it is the words that we use in notes, letters, reports or another type of writing. It is somewhat larger because you have time to stop and find the right word. The third is listening vocabulary that is still larger. It consists of words that we understand when we hear them. Many of these words we would. The other

kind is reading vocabulary, it is the largest than all kind of vocabulary. reading vocabulary is consists of all the words we recognize when we see. Vocabulary mastery can increase when we meet new words from lesson, and also from media electronic likes newspapers, and on radio and TV program. Different with Montgomery, Thornbury (2002) describes that the classification of words are Word Classes (part of speech), Word Families, Word Formation, Multi-word units, Collocations, Homonyms, Polisemmy, Synonym, Antonims, and Hyponyms.

According to Harmer (2010), vocabulary divided into two kinds, the are :

a. Passive vocabulary

Passive vocabulary is acquired from reading and listening activities, passive vocabulary also called as a reseptive vocabulary. this kinds of vocabulary we can found from magazine, newspaper, lesson book, and etc.It means that the passive vocabulary can used is only for reading and listening. Vocabulary that used for reading usually uses simple words. For example do not use for the command vocabulary.

b. Active vocabulary

Active vocabulary is kind of vocabulary that use in speaking and writing. This kind of vocabulary also called productive vocabulary. active vocabulary is usually used in productive skill. It means that this kind of vocabulary used for commands vocabulary.

C. Purpose of Teaching Vocabulary

According to Fitri (2005) there are several purposes of teaching vocabulary that students have in the school, they are : To students have skill to use language to cummunicate with other,to make students understand structure, and the meaning of words in English.to make students infrom, entertain, express feelings, express their ideas in English, to make students compare texts and connects use them to show to similarities of differences, to make students use correct grammar and use sentence structure that is appropriate.

While Pikulski and Templeton (2004) that there are two purposes of teaching vocabulary, they are :To facilitate the comprehension of a text that students will be assigned to read and to increase the number of words the students learn.To make students infrom, entertain, express feelings, express their ideas in English, to make students compare texts and connects use them to show to similarities of differences, to make students use correct grammar and use sentence structure that is appropriate.

D. Aspect of Teaching Vocabulary

Vocabulary is wide area in teaching learning English. There is need to make limitation in intrducing new words to the students and to know the guideline in making sure the students will be master it.

According to Haycraft (1978 : 44 – 47) provides guidelines for choosing appropriat vocabulary as follow :

a. Commonest Words

Teacher has to choose words that are commonly used. The lists of common words can be found in the book that they use in English teaching learning process.

b. Students Needs

The students need to know a word, teaching about it.

c. Students Language

There are some words that are similar between the first and second language. for example, the word “ nama “ in bahasa Indonesia is almost similar with the word “ name “ in English another example : pensil – pencil, radio – radio, etc.

d. World Building

It is often worth in choosing a word because a general rule can be formed, for example : work-worker, teach-teacher, build-builder, etc.

e. Topic Areas

To make it easier for the teacher to teach vocabulary, sequence in the key. For example, a simple short dialogue with its sequence :

Rita : I'm hungry

Sera : What ?

Rita : I want to eat

f. Cross Reference

A lot of words are applicable to different situations or specialization. For example the researcher choose vocabulary related with part of the body,

such as : ear, nose, arm, etc.

g. Related Structure

Many structures demand their own vocabulary, if you are teaching , you are likely to introduce a vocabulary related with possibility.

E. How to Build Vocabulary

So that students can have a lot of vocabulary, they must know how to wake it up, related to this, Fitri (2005) has several steps to build vocabulary as follow :

1. Being Aware of Words

When reading a story, then students get some difficult words, they must know that words are difficult.

2. Reading

After keeping such difficult words, they try to understand it. And they find the meaning of the word.

3. Using Dictionary

When people find a difficult word in a dictionary, most of them know how to use a dictionary, by using dictionary they get a lot of meaning about words.

4. Studying and Reviewing regularly

In this step, when we learn, all the information or the meaning of the word that we get, not only learned when we are studying, but all information about word should be kept in one place, like in notebook. So

they can be seen and studied again. We can study anywhere and anytime, so we should review regularly that at least once every couple of weeks.

F. The Use of Media for Teaching Vocabulary

Teaching English language using a media will help the students to learn about vocabulary. the know more deeply about animation video, the researcher will discuss about the definition, function and kindsof media.

Learning media can be interpreted as a media tool that is used in an activity of teaching and learning in schools. Syaiful and Aswan (2013:121) stated that media are any tools that can be used as channeling messages to achieve teaching goals. Daryanto (2010:4) also explains that learning media is an intermediary tool in the learning process.

Media can be used to overcome students' boredom, if students are interested in what they are doing, the will enjoy the learning process and understand the material provide (Ur, 1998).

The same thing was expressed by Deporter and Hernacki (2000) in his book *Quantum Learning*, that visual media or props can create an optimal environment, both physically and mentally. The most important thing is that the media is able to encourage students to speak, write, and by using the media the teaching and learning process and the relationship between teachers and students will be more effective.

According to Sukartiwi (1996), there are several benefits that can be achieved by using media, namely : Increase student motivation, prevent

students boredom in participating in a teaching and learning process, making the learning process run more systematically, make it easier for students to understand teacher instruction in the teaching and learning process, Strengthen student understanding in the context of the expected lesson.

While in the Sydney Micro Skill, learning media function to :
Arouse and maintain students' interest, Stimulates students' brains to think on a concrete foundation, get a high level understanding efficiently and the level of permanence in student learning.

Arbitrary learning media can be categorized into five categories as follows :

Visual : Images, sketches, illustrations, patterns, diagrams, photos, films, film strips, slides, charts, graphs (pictorial, circles, beams, lines), drawings, paintings, bulletins, newspapers, magazines, posters, periodicals, books (text, reference, library), encyclopedia, dictionary, comics, cartoons, caricatures, maps (tourism, commercial or economic, political), globe, road directory, travel brochures, routes and timetables for trains and planes, advertisements, calendars, murals, tables, dioramas, frezes, symbols, demonstrantions, miming, desk presenter.

Audio : (music, words, sounds and sound effects) : recording, tape, radio, student reports, stories, poems and dramas, musical instruments, pre-recorded plays, reports, discussions.

Audio – Visual : sound moving pictures, television, puppets (stick, glove, string), improvised scripted dramatization, role playing, excursions, natural phenomena encountered around, demonstrations, LCDs, and computers.

Tactile : specimens, objects, exhibits, artifacts, models, sculptured figures, live and stuffed animals, experiments, tools, material that has been constructed from a model, toys, puppets and puppet shows, measuring and weighting, garden yards, templates and thermometers.

Virtual : internet, website, e-mail, audio-video streaming, chat, messaging, audio-video conferencing, e-newsgroups, cybernews.

G. The Definition of Animation Video

Animation is a moving image that comes from a collection of various objects specially arranged so that it moves according to the path that has been determined a teach time count. The object in question is a human image, text writing, animal pictures, pictures of plants, buildings, and soon.

There are also some people who define animation as a result of hand drawing processing into computerized moving images. Formerly the process of creating animated content requires a hand drawing that is made up of pages. However, with advances in computer technology animation is no longer made on paper but directly on the computer.

The term animation is no strangertous, especially children. This is because we usually find animated content in the types of cartoon or anime characters.

Animated content creators are called animators. Currently there are many successful companies in the field of making animated films, including such as Walt Disney, Pixar, Dream Works, etc. In this article, we will discuss in full the meaning of animation, principles, and types of animation.

Understanding Animation According to ExpertsSome experts have explained the meaning of animation, including:

1. Agus Suheri (2006)

According to Agus Suheri the notion of animation is a collection of images that have been processed in such a way that can produce movement.

2. Ibiz Fernandez (2002)

According to Ibiz Fernandes the notion of animation is a process of recording and playing back a series of static images to get an illusion of movement.

TypesofAnimation

In general, the types of animation can be divided into two, namely:

1. Animation Based on Character Shape

a. Stop Motion Animation / Clay mation

This type of animation was first discovered by Blakton in 1906. Blakton uses clay as an animated object. Examples of films that use clay animation techniques are Chicken Run and Shaun the sheep. Of course the material used is not ordinary clay but palasticin, which is elastic.

b. 2D Animation (2D)

2D animation we are familiar with cartoons, which are a collection of funny images in animated films to entertain the audience. Some examples of cartoons for example; Donald Duck, Tom & Jerry, and others.

c. 3D Dimensions (3D)

Technology plays a major role in the advancement of animation, especially computer technology. 3D animation is the development of 2D animation where objects in animation look more alive. The animated films that we see today have used 3D animation and CGI (Computer Generated Imagery). For example; Finding Nemo, Toy Story, and others.

d. Japanese Animation (Anime)

Japanese animated films (anime) are very popular among various groups in the world of all ages. Some very popular Japanese anime such as One Piece, Slam Dunk, Naruto, and others.

2. Animation Based on the Making Technique

a. Cell Animation

Derived from the word "Celluloid", this is a technique of making animated films that are quite popular. Animation cells are usually sheets

that will form a single animation. So each cell is a separate part. For example, objects and backgrounds are separate, so they can move independently.

b. Frame Animation

Frame animation is animation that uses a series of images shown alternately. A simple example, such as when we make different images / object on sheet of paper, then open the book quickly with a finger so the image will look as if moving.

c. Animated Sprite

Animated sprites use a silent background then images are moved on the front. This technique is a part of animation that moves independently, such as flying birds, rotating planets, bouncing balls, rotating logos, and soon.

d. Animation Path

Path animation techniques are animated by moving objects along a line that is specified as a path. For example in making animated trains, airplanes, etc. that require a certain trajectory of motion.

e. Vector Animation

Vector animation techniques are similar to sprite animations, except for sprite animation using bit maps while vector animation uses mathematical formulas to describe the sprite.

f. Spline Animation

Spline animation technique is a mathematical representation of the curve, so the movement of objects follows a straight and curved shape.

g. Character Animation

Character animation techniques generally exist in cartoons and also in 3D animated films. In character animation, all parts in the animation move together but the character of each object has different characteristics and movements.

H. Teaching Vocabulary by Using Animation Video

Teaching vocabulary by using animation video is one of method that can used by teacher to teach the students. in teaching and learning process, teacher must find the method that appropriate when used to teach the students. So the students can learn vocabulary easily. Teaching vocabulary by using animation video have some benefits, one of the benefits is the students can learn vocabulary easily, the students fell interest and the teacher can teach easily.

I. Previous Study

Some writers have conducted the research about the use of Animation Video for teach English. They are Evy Febri Artanti, Rosdalina and friends, Lina Silfia and friends, Sri Wahyuni, and Ika Devi.

The first research has been conducted by Evi Febri Artanti. She conducted the research entitled “Improving Students’ Vocabulary Mastery Using Animation Video”. This research aims to find out whether Animation Video improve the students’ vocabulary mastery at the fifth grade students of SDN Jatisobo 02 in the academic year of 2014/2015 and to describe the class condition when Animation Video is implemented at the fifth grade students of SDN Jatisobo 02.

The method that used by the researcher in this research is Classroom Action Research. The researcher conducted two cycles. Each of cycle consist of three meetings include post- test at every cycle. Every cycle consist of four steps, planning, action, observation, and reflection. In collecting the data, the researcher used two kinds techniques there are qualitative and quantitative. The qualitative data were collected through observation and interview. The quantitative data were collected using test.

The test result showed the improvement of the students’ achievement before and after the action in Cycle 1 an Cycle 2. The students’ mean score in the pre- test is 63,6. The students’ mean score in the post – test 79,5. It means that there was an improvement between the students’ vocabulary mastery before and after the action research. The action research findings showed the use of animation video can improve the students’ vocabulary mastery and the classroom condition. The different between previous study and this research is the objective, the research place, the participant and also the material and data analysis.

The second research has been conducted by Rosdiana and friends. They conducted the research by the title “ Improving Students Speaking Skill Through Animation Movie at Six Grade SDN 002 Ujungbatu Kabupaten Rokan Hulu Provinsi Riau”. The research aimed to solve the problem that were found in preliminary study.

The research used Classroom Action Research as the research method. The subject of the study was the sixth grade students of SDN 002 Ujungbatu that consist of fifteen students. The steps of research procedure, they were: preliminary study (planning, implementing, observing, and reflecting) and data analysis. The data analysis used quantitative data that was obtained from the test. The researcher used scoring rubric to measure the students’ score, and then calculate the mean score.

Based on the result of the research or findings, it can be concluded that: 1. Animation Movie as media helpful teaching and learning process and made the students motivated and actively involved in speaking activity, 2. Animation Movie as media helped the students develop better activities in students, 3. Animation Movie could minimized the students’ passiveness in the process of teaching and learning to speak. The previous study is different with this research in the participants, research place, material, and the focus of the research. The previous study focus on speaking than the researcher focus in vocabulary.

The third research is conducted by Lina Silfia and friends. They conducted the research entitled “ Teaching Vocabulary to Young Learners By Using Animation Video”. The objective of the research is to find whether the use of animation video can improve vocabulary mastery of grade IV students of SD Negeri 2 Baruga.

In this research, the researcher used Classroom Action Research. This research is conducted within two cycles in which each cycle consisted of three meetings. Either first cycle or second consisted of planning, action, observation, and reflection. The subject of this research was students at grade IV of SD Negeri 2 Baruga that consisted 8 male and 22 female.

The improvement could be seen in the result of students' achievement after conducting this research was 93% proved that it achieved classical achievement . Moreover, teacher's and student's activity also achieved 82,14% and 68,70%. On other words, the students' vocabulary at grade IV of SD Negeri 2 Baruga improved by using animation video. The previous study is different in the participants, the material, and also the implementation of the research with this research.

The other research conducted by Sri Wahyuni. She conducted the research entitled “The Effect Of Animated Film On Students' Ability To Write Narrative Text At Class X Mia 5 Of Sman 9 Kendari”. The objective of this study is aimed to examine whether there is a significant effect of animated film on their ability in writing at SMAN 9 Kendari.

The population of this study was the entire of the first grade students of SMAN 9 Kendari who registers in academic year 2014/2015. This research involved 40 students at class X. The instrument of this study was writing task in narrative genre. And the criteria of students' writing were assessed from five aspects of writing, namely content, organization, vocabulary, language use, and mechanic. The data were obtained by using two essay writing tests. They were pre-test and post-test. The pre-test was given before the treatment and the post-test was given after the treatment finished.

The data of the pre-test and post-test were analyzed by means of descriptive and inferential statistics. After the data were tested and found to be normal, the hypothesis was tested using the analysis of paired sample test. The result showed that there was significant effect of students' writing ability after teaching by using audio visual media (animated film). It can be seen on the result of the hypothesis testing using paired sample test. The mean score of pre-test was 61.92 and mean score post-test was 75.63. Moreover, as a result the probability value of .000 (p value) was less than the level of significant ($p < .05$). Therefore, it can be said that using audio visual media (animated film) gives significant effect to increase students' ability to write narrative text at class X Mia 5 of SMAN 9 Kendari. The previous study different in the participants, the implementation, and data analysis with this research.

The fifth research is conducted by Ika Devi. She conducted the research by the title “Animation Video to Improve Students' Vocabulary”. This research aims to identify whether or not and to what extent animation video can improve students' vocabulary mastery.

This is a Classroom Action Research conducted at the sixth grade students of MIN Nglungge, Polanharjo. There were 2 cycles and each cycle consists of five steps, namely; (1) planning the action, (2) implementing the action, (3) observing the action, (4) reflecting the result of the observation, (5) revising of the action.

The result of the research shows that animation video can improve the students' vocabulary mastery. It could be seen from these indicators: (a) students could spell the vocabularies; (b) most students were able to pronounce words correctly; (c) students could grasp the meaning well; and (d) students could recognize vocabularies. In line with the result, the writer suggests that animation video is one of the effective techniques in presentations as to increase the students' enthusiasm and their achievement in learning vocabulary. This result hopefully will motivate teachers to use animation video in teaching vocabulary to young learners. The previous study different in the participants, the implementation, and data analysis.