CHAPTER II

LITERATURE REVIEW

This chapter presents a literature review. This section consists of teaching, implementation concepts, vocabulary, guidelines and strategies for developing students' vocabulary skills, visual media in teaching vocabulary, and previous research.

A. Teaching

"Teaching is about guiding and facilitating learning, enabling students to learn, and creating the conditions for learning," Drown said. This ensures that education supports and provides students with the opportunities for appropriate learning. Education is both cognitive and behavioral, and teachers' theories and beliefs about education, teachers, and students determine information-instructional practice. In other words, the process of transferring information from teacher to student is the instructional process. Teachers need to be aware of classroom activities and student behavior. From the above statement, it can be concluded that education provides support to students in the transfer of knowledge from teacher to student..

B. Teaching Implementation

Implementation is defined as a specific set of activities designed to put into practice an activity or program (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). Apart from this, according to Widodo in Kurnialloh (2013), implementation is a process involving multiple sources including people, finances, and organizations carried out by the government and the private sector (individuals or groups). The process is carried out to achieve a goal. Fullan

(1982) in Psychologymania (2013) states that the meaning of implementation learning is the process of putting into practice a new idea, program, or set of activities so that people can hope for and achieve or respond to change. According to Wahab (2004: 64) in his dissertation from the State University of Yogyakarta (2008), implementation provides the means to do something and have a real impact.

In conclusion, Implementation is a planning activity in a program for success or failure, innovation activities to improve the problems faced that focus on the actions of people who turn them into practice as the key to success or failure.

According to UU No. 20 of 2003, learning is a process of interaction between students, educators and learning resources in a learning environment. According to Azhar (2011), learning is an interaction between teachers and students that conveys information and knowledge. According to Darmawan Deni and Permasih (2011), learning is an effort by teachers or educators to teach students as they learn. Learning implementation is the process of realizing a lesson plan to achieve the planned learning objectives. In other words, lesson implementation should comply with what is stated in the plan to determine whether the lesson is going well and successful. Learning is the process of teaching students using educational principles and learning theories and is a key component of successful education. Learning has three phases: planning, implementing and assessing..

C. Vocabulary

1. Definition of Vocabulary

Vocabulary as a component can be a tool to improve any English language skill. Without vocabulary, one cannot improve one's skills in communicating with foreigners, reading English literature, or writing English literature. According to Horn (1998), Kasim (2011) defines vocabulary as 1) all the words a person knows or uses. 2) All the words in a particular language. 3) The words that people use when speaking. 4) A list of words that have special meaning in a language-learning book. Similarly, Hornby (1986: 478) in Siregar (2013) explains that vocabulary is the set of words that a person can use at work to express his/her thoughts. This means that vocabulary is the total number of words that a person has available to express language in communication. Meanwhile, the Oxford Learner's Pocket Dictionary defines vocabulary as all the words that a person knows or uses. Good (1973: 143) in Kasim (2011) defines vocabulary as the words that have meaning when people themselves hear or see them to communicate with other people. Similarly, Read (2006: 16) in Siregar (2013) states that vocabulary is not merely the collection of words of an individual language learner, but rather the ability to access knowledge for communication purposes. When considering this definition, the author concludes that vocabulary is the combination of letters that become words, which are then arranged so that an individual or group can use them in communication.

2. Strategy Using Video in Teaching Learning Process

Media is one of the tools that helps teachers in the teaching and learning process in the classroom, especially in learning English. Using different media in

the classroom has always been a challenge, but integrating these media into the classroom is more than a challenge.

Video is a medium that combines audio and video to capture students' attention, depict objects in detail, and help students understand difficult lessons. It also helps students learn and retain course material more effectively and for longer. Using videos improves students' critical and analytical thinking, and also improves their English skills.

According to Andi Nurwati (2022), the strategies for using videos in teacher learning process are:

a. The teacher allows students to watch the video in short segments

b. The teacher develops students' note-taking abilities

c. The teacher uses the "pause" feature to pause the video to allow students to predict or memorize the video

d. The teacher mutes the video's audio in class

e. The teacher uses audio prompts to explain what is on the screen

f. The teacher and students watched the video carefully

g. The teacher connected the material to the students' experiences and used it as an introduction or motivation for the learning activity

h. The teacher used an online video editor to capture the concepts most relevant to the lesson topic.

i. The teacher gave the students special responsibility for watching and listening to the video

j. After the students finished watching the video, the teacher asked the students questions.

3. The Importance of Vocabulary

Vocabulary is the foundation of English language learning. For this reason, it is very important to teach vocabulary to students. John Dewey (1910) in Bintz (2011) explained that vocabulary is very important because words are tools for thinking about the meanings expressed. Allen (1997) in Kasim (2011) stated that vocabulary is very important in language. Vocabulary is the basis of communication (Krasen: 24) (Siregar (2013)). We know and understand language through vocabulary. As students move from class to class, they should be able to acquire more vocabulary. McCarten (2007) states that the number of words students need to learn ranges from 12,000 to 20,000 depending on the level of education. Most researchers believe that students naturally learn 2,000-3,000 new words each year, but encounter 10,000 new words through reading alone (Nagy and Anderson 1984) (Beach City Press article (2007)). Building everyday vocabulary is necessary to support target language acquisition. Vocabulary learning is a long process that begins with knowing, remembering and understanding words. When learning or teaching vocabulary, we constantly repeat everyday words. Smith (1998) in Bintz (2011) states that an important finding is that vocabulary learning never stops. Vocabulary learning is a continuous process of discovering new words, Harmon (2009) in Bintz (2011).

In conclusion, vocabulary was a central of language and of critical importance of typical language. Vocabulary learning needed as basic foundation to construct skills of English.

4. Kinds of Vocabulary

There are many types of vocabulary. According to Bagus (1959) in Juita's paper (2011), a good vocabulary can be divided into four types: oral vocabulary, written vocabulary, listening vocabulary, and reading vocabulary. Oral vocabulary is the words used by an individual or group to express ideas verbally and actively.Writing vocabulary refers to words that are commonly used in writing. Listening vocabulary refers to comprehension when people listen and read. Vocabulary consists of words that occur in written form.

Schail Williams S. (1967) in Kasim (2011) states that every person has three types of vocabulary: active vocabulary, reserve vocabulary, and passive vocabulary. Active vocabulary consists of words that are frequently used when speaking. Reserve vocabulary is those words that he uses when writing but rarely when speaking. Passive vocabulary are ambiguous words. It does not use them when speaking or writing. It can understand them when he hears or reads.

According to Finnochiaro (1974) in Nilawati (2009), there are two types of vocabulary namely active vocabulary and passive vocabulary. Active vocabulary refers to words that students can understand, pronounce correctly, and use constructively when speaking or writing. Passive vocabulary, on the other hand, refers to words that students can recognize and understand when they read or listen to someone speak, but they do not use these words when speaking or writing.

Based on the above definitions, researchers have concluded that vocabulary is divided into four parts: speaking, writing, reading, and listening.

Vocabulary skills have been shown to be related to improvement in all four English as a foreign language skills.

D. Guidelines and Strategies to Development Ability Vocabulary of Students

Vocabulary is something that is not easy and complicated to teach. Vocabulary is foreign words taught to students. Students have difficulty remembering words, understanding meaning and many more difficulties that can arise in learning them. Therefore, teachers must have guidelines and strategies to increase students' vocabulary.

According Government of South Australia (2011) must have guidelines and strategis to increase students' vocabulary. This section looks at ways which teachers could apply:

1. Incorporate vocabulary lessons into your daily routine.

New words are remembered through repeated practice. This statement, supported by Preszler, Rowenhorst, and Hartmann (2006), states that students need to use a word between 6 and 14 times before they can use it in isolation. Furthermore, repetition is an important learning aid, and actively memorizing words is a more effective way of learning than simply trying out the word or simply seeing the word repeatedly, Sökmen (1997) in McCarten (2007). McCarten (2007) also agrees that repeating a word out loud helps students remember it better than repeating it silently. But simply repeating a topic (the foundations of learning) has a long-term effect of really sticking it in your memory. Repetition (vocabulary building, everyday life) is key, so was repeating word for word. That was presumed when reading a word.

2. Choose the best words to teach.

Identify the words to teach. It is preferable to teach vocabulary using concrete words. Concrete words such as book, chair, pen and other vocabulary. The students had these words in front of them and were familiar with them, so it was easy to explain them to them. The words used depended on the age of the child. The words that the students needed for academic and non-academic purposes. This was a good way to introduce beginners to the basics of vocabulary.

3. Explicitly Teach New Words When teaching explicitly, the word is read aloud or mentioned.

A word is shown and students are asked to say it aloud, clearly explain the meaning using student-friendly definitions and synonym usage, provide examples, and ask questions to determine when they remembered and understood the word. Students then wrote down their vocabulary so that other students and the teacher could determine if it was correct or incorrect.

4. Using Graphic Organizers Graphic vocabulary organizers can improve vocabulary comprehension and retention by showing relationships between words.

According to McCarten (2007), meaningful vocabulary structures enhance learning (Schmitt 1997; Sökmen 1997). Strategies for organizing words such as graphic organizers, word trees, word maps, Y-charts, and other word organization methods can be used to clearly explain the meaning of words. An example of this is food. There are many types of food, such as carbohydrates and proteins. Students were able to group general knowledge into vocabulary groups

based on familiar concepts. The examples helped students develop clear and precise concepts of words. The use of graphics must be taught. Students who need these strategies will be able to use them effectively if they see their teacher use them once or twice. The strategies should be modeled, each step explained, and feedback provided.

E. Video Media for Learning Process

The word media is derived from Latin and is the plural of the word "medium" which literally means intermediary or introduction. According to Azhar Arsyad (2011), the Arabic word "method" means an intermediary between the conveyor from the sender of the message to the receiver of the message. Hamidjojo and Latuheru (Azhar Arsyad, 2011) state that media is an intermediary means used by people to communicate or spread ideas, perceptions or opinions so that the expressed ideas, perceptions or opinions reach the intended receiver. This is reinforced by Romishovsky's opinion (Baski Wibawa and Farida Mukti, 1991) that media is a means of communication that travels from the source of the message (which can be a person or a thing) to the receiver of the message.

Based on the above definition of media, learning media can be formulated as anything that can be used to convey a message, stimulate the thoughts, emotions, attention and will of students, and facilitate the learning process of students. Learning media as an aid to the teaching and learning process is a reality whose existence cannot be denied.

With the development of technology, new and more advanced teaching materials of various kinds have appeared, ranging from printed materials to

audio and visual materials. All this shows that the format of teaching materials always follows the development of technology and science. This is reinforced by Webster's opinion (Azhar Arsyad, 2011) that technology is an extension of the concept of media, and technology includes not only objects, tools, materials, and devices, but also attitudes, behaviors, organization, and management related to the application of media. Media also knows. The oldest technology used in the learning process is printing. It is based on mechanical principles. Later came audiovisual technology, which combines mechanical and electronic knowledge for learning purposes. Education using audiovisual technology is characterized by the use of hardware during the learning process, such as: B. film projectors, tape recorders, widescreen projectors. Audiovisual education is therefore the creation and use of educational materials recorded by seeing and hearing. Commonly used audiovisual technologies for learning are films, slides, and videos.

1. Definition of Video

Video is a technology for recording, capturing, processing, transmitting, and reconstructing moving images. Video can be stored using signals from film, videotape, television, videotape, or other non-computer media. Each image is represented using electrical signals called waves or composites, including color, lighting, and synchronization of each image (Purnama, 2013).

According to the Indonesian Dictionary, video is the recording of live images or television programs broadcast through television, that is, video is the representation of moving images with sound. Video actually comes from

the Latin "video-vidi-visum," which means "to see" (to have vision) and "to be able to see." Video media is a type of audiovisual media. Audiovisual media are media that rely on hearing and vision. Audiovisual media is one of the media that can be used for listening learning. These media can increase students' interest in learning as they can hear the audio and see the images.

Azhar Arsyad (2011) states that video is a frame-by-frame image that is mechanically projected through a projection lens frame by frame, thus displaying a live image on the screen. From the above definitions, we can conclude that video is a kind of audiovisual medium that can present moving objects accompanied by natural or appropriate sounds. Video that can present clear images and sounds has its own appeal. Video can present information, explain a process, explain complex concepts, teach skills, shorten or extend time, and influence attitudes.

Based on the understanding of several experts above, we can conclude that video is a kind of audiovisual medium that can present moving objects accompanied by natural or appropriate sounds. Video can present information, explain a process, explain complex concepts, teach skills, shorten or extend time, and influence attitudes.

2. Purpose of Using Video Media in Learning

Ronal Anderson (1987), stated several objectives of learning using video media, namely covering cognitive, affective and psychomotor objectives. These three objectives are explained as follows:

a. Cognitive Goals

   1) Can develop cognitive abilities which involve the ability to recognize and provide stimulation in the form of movement and sensation.

   2) Can show a series of still images without sound like photo media and frame film, although it is less economical.

   3) Videos can be used to show examples of how to behave or act in a performance, especially regarding human interaction.

b. Affective Goals

   By using effects and techniques, videos can be an excellent medium for influencing attitudes and emotions.

c. Psychomotor Goals

   1) Video is the right medium to show examples of skills involving movement. With this tool it is clarified either by slowing down or speeding up the displayed movement.

   2) Through videos, students immediately receive visual feedback on their abilities so they are able to try skills involving these movements.

   Looking at some of the objectives outlined above, the role of video in learning is very clear. Videos can also be used for almost any topic, learning model, and every domain: cognitive, affective, and psychomotor. In the cognitive realm, students can observe dramatic recreations of past historical events and actual recordings of current events, because the elements of color, sound and movement here can make the characters feel more alive. In addition, watching videos, after or before reading, can strengthen students in feeling the emotional elements and attitudes of effective learning. In the

psychomotor realm, videos have the advantage of showing how something works. Learning videos that record motor activities/movements can provide students with the opportunity to observe and re-evaluate these activities.

As non-printed teaching materials, videos are rich in information to inform the learning process because learning can reach students directly. Apart from that, videos add a new dimension to learning, students not only see images from printed teaching materials and sounds from audio programs, but in videos students can get both, namely moving images and accompanying sound..

3. Benefits of Using Video Media in Learning

The benefits of video media according to Andi Prastowo (2012), include:

a. Provide unexpected experiences to students,

b. Showing in reality something that was initially impossible to see,

c. Analyzing changes over a certain period of time,

d. Providing experience for students to feel a certain situation, and

e. Present case study presentations about real life that can trigger student discussion.

Based on the explanation above, there is no doubt about the existence of video media in the classroom. With videos, students can witness events that cannot be witnessed directly, are dangerous, or past events that cannot be brought directly into the classroom. Students can also play back the video according to their needs and requirements. Learning using video media fosters interest and motivates students to always pay attention to the lesson.

4. Advantages and Weaknesses of Video Media

   a. Advantages and Limitations of Video Media according to Daryanto

    According to Daryanto (2011), several advantages of using video media are stated, including:

    1) Videos add a new dimension to learning, videos present moving images to students in addition to accompanying sound.

    2) Videos can show a phenomenon that is difficult to see in real life.

    Meanwhile, the disadvantages include:

    1) Opposition

    Inappropriate shots can cause the viewer to have doubts in interpreting the image they see.

    2) Supporting Materials

    Videos require a projection tool to be able to display the images in them.

    3) Budget

    To make a video requires a lot of money.

   b. Strengths and Weaknesses of Video Media according to Anderson

    According to Ronald Anderson (1987) video media has advantages, among others:

    1) By using video (accompanied by sound or not), we can show certain movements again.

    2) By using certain effects, both the learning process and the entertainment value of the presentation can be strengthened.

3) With video, information can be presented simultaneously at the same time in different locations (classes) and with an unlimited number of viewers or participants by placing monitors in each class.

4) With videos students can learn independently.

Meanwhile, restrictions on the use of video media include:

1) The cost of video production is very high and only a few people can afford to do it.

2) A small monitor screen will limit the number of spectators, unless the network of monitors and video projection systems is expanded.

3) When it is to be used, video equipment must be available at the place of use.

4) The nature of communication is one-way and must be balanced with the provision of other forms of feedback.

Each learning media certainly has its own advantages and disadvantages, as does video media. In broadcasting video, it cannot stand alone, this video media requires supporting equipment such as an LCD to project images or active speakers to display sound so that it can be heard clearly. The nature of communication in using video media is only one way, students only pay attention to video media, this is what the teacher needs to pay attention to. Because videos can be repeated or stopped, teachers can communicate with students about the content/message of the videos they see, as well as ask questions about the videos they watch. So communication is not just one way.

5. Use of Video Media in Class

There are 2 types of videos to learn. First, the videos are intentionally made or designed for learning purposes. This video can replace the teacher's role in teaching. This video is interactive for students. This is what makes this video capable of replacing the teacher's role in teaching. This type of video can be called "learning video". Teachers using this type of video learning support can save energy when explaining material to students orally. The teacher's role when choosing to use this learning support is only to support students and can act as more of a facilitator. In addition to being equipped with materials, learning videos are also equipped with assessment questions, answer keys, etc. according to the creator's creativity. Usually a video contains one topic.

Second, videos are not designed for learning but can be used or utilized to explain something related to learning. For example, regional dance videos. Using this video, students can clearly see how a dance is modeled. Another example is the butterfly metamorphosis video. Using this video can also activate students' creativity, raise important questions in students, and make learning more meaningful for students. It's just that video media like this requires additional explanation and guidance from the teacher, as this video is not interactive. Therefore, the use of video media requires the correct implementation of educational skills.

According to Cynthia Sparks (2000), when using videos teachers need to pay attention to the following ideas:

1) Preview each program first. Teachers must determine which videos are appropriate for learning. Choose a video that fits the learning goals and

will engage students in learning. Also, pay attention to whether the video has the ability to motivate students, introduce new concepts, reinforce previously learned concepts, or improve and expand current knowledge.

2) Provide focus/reason for viewing. Give students something special to watch or listen to with a video. This will focus attention, encourage activity, and give students a purpose or reason to watch.

3) Videos. Learning videos contain a lot of information, making it easier for students to achieve their learning goals.

4) Conduct pre- and post-viewing activities to integrate the video into the overall learning structure. Preview activities can serve several purposes, namely testing prior knowledge, introducing essential vocabulary, and setting the stage for new learning. Post-observation activities should allow students to learn new things. Postviewing activities should allow students to consolidate, visualize, apply, or expand on their new content.

5) Teachers can pause the video for short discussions or ask questions throughout the video.

6) Use the remote control. Remote control provides flexibility when traveling and presenting.

7) Don't forget to enhance frames, this allows you to enhance each video frame. This is a nice feature used to show events in detail, such as a chick hatching from an egg.

 When it comes to using media in learning activities, teachers should be careful in selecting and/or determining which media to use. Accuracy and consistency in choosing media will contribute to improving the effectiveness

of the learning activities carried out. In addition, learning activities become interesting because they can motivate students to learn and focus their attention on the topics in the learning activities. Before deciding to use media in learning activities in the classroom, teachers must first choose the learning media. What learning materials are suitable to use to support the learning process? In choosing media, especially video, teachers cannot neglect the use of video. The selected video must closely follow the learning content according to the program and refer to the textbook.

6. Problems/challenges in using video media

Destya and Izza (2022) point out that there are five main findings related to teachers' problems in using videos as a learning medium. The 5 issues are:

1) Lack of supported multimedia devices.

2) Difficulty finding compatibility of content with teaching materials.

3) Technical problems when displaying video media.

4) Teachers have difficulty managing time during class learning.

5) The classroom atmosphere becomes uncontrolled if the teacher does not manage the class well.

Considering the problems teachers feel, in this case, teachers should carefully consider using video learning media.

F. Previous Studies

Many studies have been conducted by researchers on using visual aids to encourage students to learn English, especially vocabulary. Some of them have been mentioned in their report as follows:

The first related study is titled "Enhancing Children's Story Listening Ability Using Video Media for Grade IV Students of SDN Kotagede V Yogyakarta" by Miranti Kuku. Listening skill is one of the language skills that learners must master before mastering other language skills. Listening skills play an important role for students in mastering other language skills. The use of media in learning is the most important factor in the learning process, so teachers must take it into account to achieve the learning goal of listening skills. Listening ability of 4th grade students at Kotagede V elementary school, Yogyakarta.

Second, based on the research results of Kiki Rizki Amalia (2019), a student at Syarif Hidayatullah State Islamic University in Jakarta, titled "The impact of images as a media on achievement student language". This study was conducted using a quasi-experimental design to determine whether visuals as a media were effective in increasing students' vocabulary. The study explains that there are significant differences between teaching vocabulary using pictures.

The third researcher was led by Novanie Sulastri (2011), a STAIN Palangka Raya student. The title of this study is "The effectiveness of picture diagrams on students' English vocabulary".This study belongs to a pre-experimental study by applying a counterbalanced procedure to collect data.The study was conducted in class VII-5 of SMP 1 Palangka Raya. The sample size is 40 students.

The fourth study is a quasi-experimental study conducted by Lima Wafdah (2014) in grade 7 of MTs Parteket Pamekasan school in 2014. The purpose of the study is to find out the effect of using images in teaching English

vocabulary on students' vocabulary knowledge. The participants were 80 seventh grade students of MT Parteker Pamekasan. The experimental class and control class have 40 students. The researcher administered pre- and post-tests at the beginning and end of the study in both classes. The average post-test score of the experimental class was higher than the control class. This means that using images is effective in improving students' vocabulary.

Based on the previous studies, the similarities and differences between those previous studies in this research. For the similarities all of the previous study is using Visual Media and using Vocabulary for teaching. The first study using visual media by Kiki Rizki Amalia (2019) with the title '*The Effect Of Pictures as a Media on Students' Vocabulary Achievement*'. The second study using visual media by Nadya Bela Aprianti (2023) with the title *'The Effectiveness of Memorizing Vocabulary Using Post it Media on English Lessons for 10th Grade Students of SMAN 1 Mojo'*. The third study using visual media by Novanie Sulastri (2011) with the title '*The effectiveness of Picture Chart on Students" English Vocabulary'*. And the last previous study is Lima Wafdah (2014) with the title '*The effect of using picture in teaching English vocabulary on students' vocabulary knowledge'*.

Then, for the differences in this study with some previous study is method and design, that is some of the previous study use quantitative method and some use quasi-experimental. But, in this study use qualitative method. So, in reseach will differents to search data and explain data.