

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter includes a survey of two areas of literature: vocabulary acquisition in language learning and Gogo's Lesson in learning vocabulary mastery. For starters, there is vocabulary acquisition in language learning, which includes vocabulary mastery, the aspect of vocabulary, and vocabulary in language learning. Second, it uses Gogo's Lesson in learning vocabulary mastery. It discusses the understanding of Gogo's Lesson, the importance using Gogo's Lesson in language learning and using Gogo's Lesson in language learning.

A. Vocabulary Acquisition in Language Learning

In this chapter discuss about what is vocabulary mastery, the aspect of vocabulary, and vocabulary in language learning

1. Vocabulary Mastery

The vocabulary is the foundation of human language, which is divided into 3 essential grammatical structures: articulation, words, and grammatical. Grammar gives the add a bit, and vocabulary is the common element to incorporate into the structures, because there is no phrase, article, or communication without vocabulary. According to one of the most famous English language teachers, Wilkins, "without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed." Wilkins (Wilkins, 1987, p.135) As a result,

vocabulary influences children' abilities to listen, talk, read, write, and translate to a significant extent. Vocabulary approach to teaching and learning, however its goals are clear: not only should university students remember as many words as possible, but they should also master their abilities of vocabulary remembering and train their capacity to infer the meaning of words from situations. Strategies are critical for effectively teaching English.

"Vocabulary is knowledge about the meaning of the phrase," write Hiebert and Kamil (2005:3). So, The goal of learning vocabulary is to identify and know about the importance of specific words in the language being used. It refers to the language that we are familiar with in order to communicate successfully. Similarly, Hornby (1986: 478) defined vocabulary as a combination of words that a person could use to convey his or her thinking. It indicates that a person's vocabulary is the complete number of words available to them for expressing himself in a language during a discussion.

2. The Aspect of Vocabulary

There are various factors to consider when learning vocabulary. According to Lado (2003), the following vocabulary aspects contain:

- a) Meanings, when the instructor explains the meaning to the students, the teacher should clarify that a vocabulary can have multiple meanings when utilised in different contexts. The teacher

can utilize methods such as discovery learning and vocabularies to identify the meaning.

- b) Spelling is crucial in learning vocabulary since it assists in reading and serves as a connection of letters and sounds. Due to the reason that they belong to distinct types of English, there may be various suitable written forms for the same word within the same languages and English, as is the case with several British or American English words.
- c) Pronunciation is the method in which a specific person pronounces spoken words (Hornby, 2005, p.1164). The majority of terms only have one articulation, however some words have two or more. Students desire to be able to communicate effectively in English with clear articulation. So that they can communicate without being frustrated, and so that the listener may communicate more easily.
- d) Word Classes, Word Classes are classifications of words. According to Hatch and Brown (1995, p.218), word classification depends on specific categories known as parts of speech. Nouns, verbs, adjectives, adverbs, pronouns, prepositions, punctuations, and interjections are some of the parts of speech that students must learn effectively.

3. Vocabulary In Language Learning

According to Richards and Renandya (2002:225), vocabulary is a critical element of language ability and serves as the foundation for how

well students communicate, listening, understand, and writing. They are well-known, relatable, and commonly used words (Hiebert and Kamil, 2005:03). Vocabulary is one of the grammatical structures that children at all levels of education must know in order to acquire a new language in Indonesia. By understanding vocabulary and, of course, grammatical, students will be able to create a large number of sentences, either verbally or in writing. They are also able to converse well with others and share their perspectives or thoughts.

Vocabulary is important in language learning since it aids in the development of linguistic competency. The goal of learning vocabulary is for students to have strong language competency in the language abilities. It is measured by the characteristics and quantity of vocabulary they have learnt. The more extensive the vocabulary that children can master, the greater their language skills will be.

B. Cartoon Lesson In Learning Vocabulary Mastery

In this chapter discuss about the understanding of cartoon Lesson, the importance using cartoon Lesson in language learning, and learn about using cartoon Lesson in language learning

1. The understanding of Cartoon Lesson

A Cartoon is a method of creating a Lesson that involves the use of a series of videos, computer images, or images of things (such as puppets or miniatures) that are slightly different from each other and that, when watched quickly and smoothly one after the other, create the

illusion of movement. A cartoon is defined as the effect of motion created by a quick sequence of still pictures. Cartoons, according to Otokundes (2018), are pictures with entertaining looks that describe an event. Lessons and films are among the most popular forms of entertainment in our society. This is a sequence of images displayed onto the screen to provide the appearance of movement. Lessons can also be a fun way to learn. Meanwhile, Bordwell and Thompson (1997) describe Lesson and film categories as follows:

a) Documentary Lesson

Documentary films promote for the presentation of true facts about the world outside the video. Documentaries, as a genre, advertise themselves as accurate and trustworthy.

b) Cartoon Lesson

Cartoon films differ from real time films because to the unusual forms of work done throughout the production process. Cartoon films are not shot in actual time, but they do create a succession of pictures by recording one element at a time.

c) Experimental Lesson

Experimental films are made for a variety of causes. The filmmaker may aim to portray personal experiences or ideas in unconventional ways in a popular framework. Stage may also be used in the film to communicate specific moods or thoughts. This is a prevalent misconception.

2. The Importance using Cartoon Lesson in Language Learning

According to Koren (1997), as mentioned by Rokni and Karimi (2013), mastering foreign languages learning vocabulary without images may be quicker and more unforgettable than learning words with visuals. The use of visual resources was advantageous, and it was a significant way of language acquisition. Words in the vocabulary came from different cultures or countries. It was difficult to understand until I remembered the new word. We had to think about it for a long time before we were able to memorize it completely. English teachers need to prepare lessons the students remember till they forget. Using media form to teach vocabulary could help children remember more.

Using media form to teach vocabulary increased students' interest, gave desire to learn vocabulary, and improved vocabulary learning joyful. In Rokni and Karimi (2013), Danan (1992) stated by using varied visual resources by language teachers could boost students' interaction and motivation in the classroom. Images may be more effective and valuable than other items. According to Nelson, Reed, and Walling (1976) in Rokni and Karimi (2013), using application of visual things such as images has a positive outcome or improves learning performance. According to Rokni and Karimi (2013), Nelson, Reed, and Walling (1976) noted also that use of visual components such as images had been a successful approach with good results. Students

learned more effectively when teachers used both visual and verbal aids (Mayer & Sims, 1994) in Rokni & Karimi (2013).

Arsyad (2002) divided media form into five categories. There was a photograph, a sketch, a cartoon, a poster, and a media slide. A sketch or picture of a character, concept, or context was referred to as a cartoon. It is intended to sway students' opinions. Useful cartoons for teaching could help to clarify the material's topic. In conclusion, implementing media form in Gogo's Lessons to teach vocabulary was the most effective technique to grow and increase students' vocabulary, and kids knew, improve their memories, remembered, and enjoyed words.

3. Using Cartoon Lesson in Language Learning

Cartoon images can help kids learn more about a lot of genres. Teachers and students can use a simple cartoon tool to produce visual cartoon representations of a variety of subjects throughout several classes. Students can strengthen their knowledge of abstract thinking by watching Gogo's Lessons. According to Geocitiesws (2017), the film also serves as a focal point for discussions about language and culture. Some cultural components of the film, such as habits and fun, or culturally unique uses of language, such as expressions, might be discussed with the students, or the students could practice their English language abilities. According to Pcracid (2016), watching Gogo's Lessons is frequent for children, as well as teenagers and people who

have been enthusiastic since childhood. Most of them are enthusiastic with cartoons because they believe they offer an interesting and inspirational plot, can influence imagination and creativity, and can be an alternative form of communication.

Learners' communication abilities must be developed in the twenty-first century. One of the simplest and most realistic strategies for students to develop their communication skills is to watch English Lessons in front of their teachers and engage in classroom discussions. According to Keogh and Naylor (1996) in Abuzahra (2016) , the use of cartoons as a teaching tool has an instant impact in the classroom. Both wished to inspire instructors to take steps to increase having a meaningful and immediate impact in the classroom. This one has been observed that the cartoon approach improved the second language learning process . as a result various changes, such as a movement from negatively to positively expressed sentences and a shift from single options to several alternatives. The use of flash animations as a teaching technique in language classes has such an impact mostly on only the performance of second language learners, but also on the practice of using cartoons in classrooms. Innovative learning technologies, however, must not be removed from unique teaching strategies