

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer will discuss teaching English in MTs Assyafi'iyah Gondang, concept of vocabulary, the definition of video, the definition of media, and action research.

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is words that people use to communicate one another. The words must be understood by speaker and hearer. Vocabulary is a set of words known to a person or other entity, or that part of specific language. Vocabulary is all the words of language. Vocabulary plays important part in learning to read and also to speak. Children learn the meaning of most words indirectly, through everyday experiences with oral and written language. According to Ur (1996:60) vocabulary is the words we teach in the foreign language. It means that all words in foreign language that have been taught by teachers in order that the students can use those words in sentences or daily communication. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in-law, which are made up of two or three words but express a single idea. There are also multi-word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of the component words.

A useful convention is to cover all such cases by talking about vocabulary 'item' rather than 'words'. According to Virginia (1983:7) there is one English word that is known everywhere. The word is cowboy. This remark has certain amount of truth. Such word as rock star and cowboy seem to be known (by almost every young person, at least). Indeed such English words are usually learned without being taught, without being explained or drilled in class.

Vocabulary is the important element of language learning. It includes many words, not only individual's word but also as a group of word that have meaning. The students just know how to use the vocabulary in exact form. But they do not know how to use it with different shades of meanings in real life communication. Napa (1991:6) states that vocabulary is one of the components of language and that no language exists without words. Other definitions of vocabulary is stated by Cahyono (2011:153) that "Vocabulary is a core component of language proficiency and it provides much of the basic for how well learners listen, speak, read and write". Based on all definition above, it can be concluded that vocabulary is the central and very important component to learn a foreign language. It is the basic part of signs, symbols or word constituting a means or system of a language to make communication.

Based on the definition above, vocabulary in this study is the words we teach in the foreign language. It means that all words in foreign language that have been taught by teachers in order that the students can

use those words in sentences or daily communication. It is a set of words known to a person or that part of specific language. Vocabulary plays important part in learning to read and also to speak. Children learn the meaning of most words indirectly, through everyday experiences with oral and written language.

2. Kinds of Vocabulary

Based on, Thornbury (2002:22) there are two kinds of English vocabulary to teach. They are:

- a. Productive vocabulary. Productive vocabulary is the lexical items, which the students can use appropriately in speaking and writing. It is also called as active vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill. For an example productive vocabulary: hair, body, food, hand, mouth and other part of body.
- b. Receptive vocabulary. Receptive vocabulary is the lexical items that the students can recognize and understand when they meet them in the context of reading and listening materials. It's also called as passive vocabulary. Passive vocabulary or comprehension consists of the

words comprehended by the people, when they read and listen. From the explaining above, we know that every experts in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas. It means that vocabulary is of two kinds function and content words.

3. The Purpose of Increase Vocabulary Mastery

The teachers MTs Assyafi'iyah Gondang Tulungagung should teach foreign words for familiar object and persons and remember not all of the students learn new vocabulary easily. Beside that teaching such words need teachers' special skill like creating high motivation and good environment to conduct enjoyable activities that later on they will need to use these words. In classes where one language is not mastered by all the students, the teacher needs particular skill. Teacher must provide definition in English, using words the class can understand for vocabulary lesson for the first stage of English instruction, especially for beginners, teachers use three ways to present the meaning of vocabulary: picture, explanation in the students' own language and definition in simple English, using vocabulary that the students already know.

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in learning to read and also to speak. Children learn the meaning of most words indirectly, through everyday experiences with oral and written language. The purpose of mastering English vocabulary for the students is to make them easier and be able to learn English. Learning a language is learning its vocabulary. We cannot learn language without vocabulary. It is impossible because vocabulary is all the words that we use in language. However the mastery of vocabulary also depends on the individual's quality to use her or his language. Vocabulary mastery is very significant for the students as the basis of developing language skill. The students will not understand what the meaning of words in, when they communicate each other without mastering English vocabulary well. The students are expected to master as much vocabulary as possible. So they can develop their language skill. Considering the importance of mastery of vocabulary to improve language skills, student's vocabulary mastery should increased the entire of words. However, one thing should be remembered that the mastery of vocabulary depends on the individual quality to use her or his language. "The more words we learn, the more ideas we should have so we can communicate the ideas more effectively" (Pieter 1991:6)

According to Bloom in Winanti (2006:15), mastery is regarded as the ability of a student to implant the essence of the lesson given in a whole. Mastery means natural or acquired facility in specific activity: ability, art, command, craft, proficiency, skill, and technique. It can be

said that mastery possession of skill, ability, and technique in conducting a certain activity. From the explanation above vocabulary mastery means an ability of student to use all the words of language in conducting communication. It means that mastery regarded as the ability of a student to implant the essence of the lesson given in a whole. Meanwhile, vocabulary is all the words of language. In other words, vocabulary mastery means an ability to use a number of words as means for making communication with others.

4. Aspects of Vocabulary

According to Ur (1996: 60-62) there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, MTs Assyafi'iyah Gondang Tulungagung the material in the seven grade is part of body, preposition and procedure text as follow:

a. Form: pronunciation and spelling

The learner has to know what a word sound like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be preserved by the learner when encountering the item for the first time. In teaching, teachers need to make sure that other these aspects are accurately presented and learned.

b. Grammar

The grammar of new item will be necessary to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form I certain grammatical contexts may have some idiosyncratic way of connecting with this information at the same time as teachers teach base form. When teaching new verb, for example, teacher must give also its past form, if this irregular (think, thought). Similarly, when teaching noun, teachers may wish to present its plural form, if it is irregular (mouse, mice).

c. Aspect of Meaning: denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. For example, dog denotes a kind of animal; more specifically, common, domestic carnivorous mammal; and both dank and moist mean slightly wet. A less obvious component of the meaning of an item is its connotation: the association, or positive or negative feeling it evokes, which may or may not be indicated in a dictionary definition. The word dog, for example, as understood by most British people, has positive connotation of friendship and loyalty. A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. For example, learners may know that weep is virtually synonym in denotation with cry, but it is more formal, tends to be

used in writing more than speech, and is in general much less common.

d. Aspect of meaning; meaning relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationship: here are some of the main ones.

- 1) Synonyms: item that mean the same, or nearly the same; for example, bright, clever, smart may serve as synonym of intelligent.
- 2) Antonym: items that mean the opposite; rich is an antonym of poor.
- 3) Hyponyms: items that serve as specific examples of general concept; dog, lion, mouse are hyponyms of animal.
- 4) Co-hyponym or co-ordinates: other items that are the 'same kind of thing'; red, blue, green and brown are co-ordinates.
- 5) Super ordinates: general concepts that 'cover' specific items; animal is the super ordinates of dog, lion, mouse.
- 6) Translation: word or expression in the learners' mother tongue that is more or less equivalent meaning to the item being taught.

e. Word formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their component 'bits'. Exactly how these bits are put together is another piece of useful information-perhaps mainly for

more advanced learners. The teacher may wish to teach the common prefixes and suffixes: for example, if learners know the meaning of sub-, un- and -able, this will help them guess the meaning of words like substandard, ungrateful and untranslatable. Another way vocabulary items are built is by combining two words (two nouns, or gerund and noun, or a noun and verb) to make one item. For example: bookcase, follow-up, swimming pool.

From the explanation above it can be concluded that there are some aspects such as pronunciation, spelling, and grammar especially to make simple sentences, meaning dealing with denotation, superordinates, hyponym, which are used by the researcher to conduct teaching vocabulary and are used in test the students' vocabulary mastery.

5. Technique of Teaching Vocabulary

There are two general techniques in foreign vocabulary learning, namely "receptive and productive learning" (Wallace, 1991: 21). Receptive learning makes the students able to recall the translation of foreign word when the foreign word has been seen or heard. For example, the teacher says the word 'red', the students hear the word and are able to remember the meaning in their first language. Productive learning supports the students to produce the foreign word by speaking and writing. It requires more time than receptive learning. For productive learning, "saying the words aloud brings faster learning with better

retention” (Wallace, 1991: 29). For instance, the teacher shows a picture of an elephant and asks the student to word in English. It can be concluded that based on the techniques, the research deals with receptive and productive learning. First, students need to be able to recall translation of the word and second, the students are required to speak the word in oral way and to write the word in script form.

In teaching vocabulary, a teacher should choose and apply some techniques which are suitable with the student’s need. Nation (1978:27) stated that a good vocabulary teaching technique has the following things:

- a. It interests the learners.
- b. It makes the learners give attention to the form meaning or use of the words.
- c. It gives a chance for repetition.

The teacher must make sure the students have understood the new words, which be remembered better if they are introduced in a “memorable way”. If the teacher wants the students to remember new vocabulary, it needs to be learnt in context, practiced and then revised to prevent students from forgetting.

B. Media of Teaching Vocabulary

Media that is used by the teacher to support teaching and learning process have some types. To overcome the problems teacher has to find out the appropriate method of teaching English for children. It is hoped the

student gets the good result in mastering vocabulary in English. Because of the reason, the researcher would like to provide a suitable method which is expected to help the teachers as educator in improving students' mastery in vocabulary. According to Arsyad (2011: 29) based on the development of technology, learning media is divided into four categories, such as:

1. Audio visual technology is the way to convey the materials by using mechanical machines and electronic to provide audio and visual messages. Example: film projector, tape recorder and visual projector.
2. Computer-based technology is the way to convey the materials by using micro processor-based sources. Example: computer-assisted instruction, tutorial, drill and practice, game, simulation and data base.
3. Combined audio visual technology and computer is the way to convey the materials by combining the used some of media type which is controlled by computer. Example: random access memory, hard disk, monitor, video diskplayer, hardware to combine in a network and audio system.

Based on the statement above, the category of video is used in this research as media to increase mastery by using audio visual technology.

C. Video about Teaching Vocabulary

1. The Definition of Video

Ellis (2003:205) Video is a short film combining an imaginary produced for promotional or artistic purposes. video is a visual

multimedia source that combines as sequence of images to form a moving picture. Modern videos are used as a marketing device intended to promote the sale of music recordings. Besides that, it is used as a message that makes the viewer's know what the content tells about. Riyana (2007) states that learning video is media that provide audios and visuals that contain the learning messages including a concept, principle, procedure, application theory for helping the understanding of learning. Some Videos blend different styles, such as animation and live action, while others take more thematic approach. Other videos may be without a set concept, being merely a filmed version of the makers. Teens react video is the kind of video that discuss about people, trending topic of the day, technology and other things that happens in daily life. Video in management training most probably means a video camera which plugs into a video recorder and records onto video tapes this recording can be played into the television as the same way as recorded TV program (Margaret Allan, 1985:1).

Richards and Renandya (2002:364) state that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. The teacher is there to choose the appropriate sequences, prepare the students for the viewing experience, focus to the students attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up with suitable post viewing activities. They also add

that a video potential in language learning is only achieved when it is used as an integral part of course. When the teachers decide to use video as supplementary materials, they must believe that it is closely related with the goals of the course. One way to do this is to bring in the video to introduce or to expand on a theme or topic that is already the part of the curriculum. Cole and Corrie (2000) in Gromik (2008) offer evidence that showing videos in the classroom allows the instructors to expose the students to authentic cultural information. In this case, the teachers are expected to keep the video clip as the authentic media that can make the students enjoy the lesson especially in English and certainly in the appropriate way.

2. Types of Video

MTs Assyafi'iyah Gondang Tulungagung use two type of video, according to Harmer (2001:284), they are off air programmes, real world and language learning videos.

- a. Real-world video: there is no reason why we and our students should not use separately published video tape material such as feature films, exercise “manuals”, wild life documentaries or comedy provided since there are no copy right restrictions for doing this.
- b. Language learning videos: the main advantage of specially made videos is that they have been designed with the students at a particular level in mind. They are thus likely to be comprehensible, designed to appeal students' topic interests and multi-use since they can not only

be used for language study, but also for a number of other activities as well.

The danger of language learning videos, however, is that they fail the quality test either because the production is poor, the situations and the language are inauthentic, or the content is too unsophisticated. Our choice, therefore, has to be limited to those sequences which our students will accept and enjoy.

3. Improve Mastery Vocabulary by Using Video Teaching Technique

Harmer (2001:286) points out some video teaching techniques, especially dealing with viewing techniques. There are five viewing techniques:

- a. First, fast forward technique is a technique used when the teacher presses the 'play' button and then fast forwards the video, so that the sequence passes silently on the students have to guess what extract was all about and what the characters are saying.
- b. Second, silent viewing (for language) is the teacher plays the tape at normal speed, but without the sound. Students have to guess what the characters are saying. When they have done this, the teacher plays the tape with sound so that they can check to see if they guessed correctly.
- c. Third, silent viewing (for music) is the same technique can be used with music. The teachers show a sequence without sound and ask the students to say what kind of music they will put behind it and why.

When the sequence is then shown again, with sound, students can judge whether they chose the same mood as the director/composer.

- d. Fourth, freeze frame is at any stage during a video sequence we can 'freeze' the picture, stopping the participants dead in their tracks. This is extremely useful for asking the students what they think will happen next or what the character will say next.
- e. Fifth, partial viewing is one way of provoking the students' curiosity to allow them only a partial view of the pictures on the screen. We can use pieces of card to cover most of the screen, by leaving the edges on view; we can put little squares of paper all over the screen and remove them one-by-one so that what is happening is only gradually revealed. A variation of partial viewing occurs when the teacher uses a large 'divider', placed at right angles to the screen so that half the class can only see one half of the screen, whilst the rest of the class can see the other half. They then have to say what they think the people on the other side saw.

By watching the video, the students of MTs Assyafi'iyah Gondang Tulungagung also expected to be able to retell the information that they get from the video by spoken/orally. Therefore, we can know the students who did not pay attention. Based on those problems and facts, a video is included as one of a media that can be utilized in English teaching and learning process especially to mastery vocabulary. Riyana (2007) states that learning video is a media that provide audios and visuals that contain

the learning messages including a concept, principle, procedure, application theory for helping the understanding of learning. According to Riyana (2007) the uses of video as a media in teaching and learning process are:

- a. To deliver the messages more simply and clearly.
- b. To manage the time, place, and infrastructure.
- c. To make the learning more variation.

A video especially filmed insert is one of the media which is popular and may interest students. It is a short film that usually provides images to interpret the meaning or message that can be found in the video. In this study, the reason why the writer used videos in the teaching and learning speaking is because they contain some elements which can help the students to generate ideas. Some of those elements are the motion images which equip a model of story. The sequence of images and the story line shown in the videos can also be used to assist the students to generate ideas and explore their speaking ability.

There were also some vocabulary items, which could enrich students' vocabulary and help them to comprehend how to use those words in speaking. In addition, the students might also be assisted by the grammar and spelling of some words in order to speak in a good English. Meanwhile, the motion images might help the students to brainstorm ideas by means of visual features. The student react video is a visual multimedia that explores the student thought and reaction with some

situation that generally happens in the daily life. The video that express lots of idea will interest the students to vocabulary mastery, because the students have no fear to explore their thought and they will feel free. Jones (2007) states that when the students are working together in English with their group they: talk more, share their ideas, learn from each other, involvemore, feel more secure and lessanxious, use English in meaningful realistic way, and enjoy using English to communicate.

D. Procedure of Teaching English Vocabulary by using Video

Using the video clips to teach English in the classroom needs some appropriate techniques. This term makes the students could understand of what the meaning of the video clips well. The familiar three techniques of using video are: pre-viewing/plan, while-viewing/do, post viewing from Ellis (2003:205).

1. Prepared laptop, LCD projector, loudspeaker, video collections, materials, lesson plans, students' exercises, post-test, and everything related to theaction.
2. Give questioning and answering with students as brainstorming
3. Give material to the students
4. Introduced the animation video and how to download it from YouTube
5. Played video and asked students to pronounce words they heard from video together

6. The teacher and the student discuss together about the story on the video played.
7. The teacher does that treatment minimal four meeting in the classroom.
8. The last meeting the teacher gives post-test to the student.