

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter is the review of the underlying theory or literature. The writer presents theory and definitions supported by some experts. This will discuss about teaching English in SMP Ahmad Yani 4, Bojonegoro the mastery of English vocabulary and teaching English vocabulary using “animation video” as a media.

#### **A. The teaching English in SMP Ahmad Yani 4 Bojonegoro**

Teaching English in Junior high school includes four language skills namely listening, speaking, reading, and writing. The components of language such as vocabulary, structure, spelling and pronunciations are taught and integrated with the teaching of four language skills.

In order to teach English in junior high school appropriately, there are many things that the teacher should pay attention to. They are the English curriculum in junior high school, purpose of teaching English, and the materials of teaching English.

#### **B. The Mastery of English Vocabulary**

One way to learn a foreign language is through vocabulary. Vocabulary as one of the language skills to be mastered by students who are learning a language. Because it is often difficult to learn vocabulary for the students, the teacher should be able to guide and create an interesting way to teach vocabulary. This is not an easy task for teachers. It is very necessary that a good

teacher does not just teach his/her students, but he/she must do more than to teach successfully.

As a good facilitator and mentor, the teacher must be able to make student learning easy and fun. The Teachers should increase his/her knowledge of the ways or techniques of how to teach vocabulary in order to provide a pleasant atmosphere for the students.

In order to master English vocabulary, the teacher should give pay attention for several things. They are the definition of vocabulary, kinds of vocabulary, and the mastery of English vocabulary<sup>1</sup>.

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

When learning a language, learners will be introduced to the components of that language, such as structure, spelling, pronunciation, and vocabulary. Vocabulary as one of the language components is much needed in order to master a language. There are some definitions of English vocabulary. Murcia and Olshtain in Mc Cartny, define vocabulary as the largest single element in taking a new language for the learner and it would be irresponsible to suggest that it take care discourse driven<sup>2</sup>.

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<sup>1</sup> Johnson, D.D, *vocabulary in the elementary and middle school*. (boston, MA: allyn and bacon, 2001)p, 14

<sup>2</sup> Murcia Elite Olshtain-Mariane celce, *Discours and language teaching* (united kingdom: Cambridge university press,2000),73

Hornby defines vocabulary as a total number of words which make up a language with definition or translations<sup>3</sup>. From the definitions, it can be concluded that vocabulary is a list of words express a wide range of meaning.

Vocabulary, which constitutes the knowledge of meaning, plays a significant role in supporting the mastery of language skills namely listening, speaking, reading and writing. The more vocabulary the learners have, the easier for them to improve their skills. In writing, for example, by having many vocabularies, it will be easier for the students to improve their English skills. They can express their ideas, opinion, and feeling cohesively. Thus, they can construct readable written text.

One of the requirements to communicate well in a foreign language, students should have an adequate number of words. According to Celca-Murcia there are two kinds of vocabulary<sup>4</sup>, as follow:

a. Productive versus Receptive Vocabulary

Productive vocabulary is the lexical terms which the students can remember and use appropriately in speaking and writing. Receptive vocabulary in the lexical items which the students are familiar and

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<sup>3</sup> Hornby, *oxford avence learner's dictionary* (London: oxford university press,19974),959

<sup>4</sup> Murcia elite olstain-marine celce, *discours and context in language teaching*. (united kingdom: Cambridge University press, 2000),76

understand when they meet them in the context of reading and listening materials<sup>5</sup>.

Productive vocabulary is used to speaking and writing, the stage of teaching and learning must end with vocabulary practice, where the students get an opportunity to try to use the vocabulary in context. Different from productive vocabulary, receptive vocabulary is only presented until the students' know the meaning to understand the context of reading or listening.

#### b. Content Words versus Function Words

Content words and function words are a useful one in analysing vocabulary. Content words are those vocabulary items that have interpretable meaning and easy to accept new words. For example: nouns, verbs, adjectives, and some adverbs<sup>6</sup>.

Function words are those vocabulary items that must to close words classes. Function words are the words that have interpretable meaning after combining with content words. For example: pronouns, auxiliary verbs, prepositions, determiners, and many adverbs. Function words should be taught as part of grammar and content words as part of vocabulary<sup>7</sup>.

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<sup>5</sup> Ibid,p 80

<sup>6</sup> Ibid, p.83

<sup>7</sup> Ibid, p. 86

## 2. Teaching English Vocabulary.

According to Penny Ur teaching vocabulary is teaching the number of words to the children that they need to know the new words for children of ten there should be know some points that need to be taught in teaching vocabulary<sup>8</sup>, there are:

### 1. Pronunciation and spelling

The learners have to know what a word sounds like (it is pronunciation) and what it looks like (spelling). In teaching, we need to make sure that both these aspect are accurately presented and learned for the students, the pronunciation and spelling are both stimuli. The initial stimulus here is picture and pictures are obviously a versatile resource for introducing new words, where real life and a picture often does the job and saves much laborious explanation.

### 2. Aspect meaning: meaning relationship

How the meaning of one item relates to the meaning of others canals be useful in teaching. So, those can be used in teaching vocabulary and also to clarify meaning of a new item, or for practice or test materials of vocabulary.

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<sup>8</sup> Penny ur, *cours in language teaching: practis of theory* (chambrige,1996) p 6062

### C. Animation Video as a Media of Teaching English

Carefulness in selecting of media to be applied in the process of teaching and learning is needed in order to reach the satisfactory result of it. One of the media of teaching English vocabulary is using animation video. Animation video is chosen as a media of teaching English vocabulary in this study. The explanation about teaching English vocabulary using “animation video” as a media as follows:

#### 1. Definition of Media of Teaching

Media in a process of teaching is not a new thing for the teacher. Most of the teachers use media to help them give particular information to the students. For the teachers of junior high school, the use of media is very important. Before we talk more about media; we have to know what media is.

Media come from the word medium. It means all of them and the channel used to inform of message. In the field of education media can be called as instrument, method and technique used to communicate and influence effectively between the teacher and the students in the teaching and learning process in the school<sup>9</sup>. According to Arsyad cited in Mardlyatun says that teaching media are means used to convey the teaching message<sup>10</sup>.

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<sup>9</sup> Hamalik, Oemar. *Pengajaran unit: sudy kurikulum dan metodologi* (bandung:alumni 1982),

<sup>10</sup> Mardlyatun, *children songs media teaching English pronoun citation* (semarang, UNES 2007)p

Another definition of teaching media is conveyed by national education association by Arsyad who says that media are form of communication either printed or audio visual and the tools<sup>11</sup>.

In this study, I used animation video as media of Teaching English Vocabulary. In teaching vocabulary, teachers should not give it separately, word by word. It will only make the students know the meaning of the words and they still find difficulties in applying the word into sentences or paragraph.

## 2. Kinds of Media of Teaching

From some scientists. we found that they used difference definition of media. The definitions of teaching media consist of several kinds<sup>12</sup>, such as:

- a. Supplementary materials including reading materials: book, comic, newspaper, magazine, bulletin, folder, pamphlet.
- b. Audio visual media:
  - 1). Non-projector media; blackboard/whiteboard, diagram, graphic, poster, cartoon, comic, picture.
  - 2). Three dimension media; model/natural thing like diorama, doll, mask, map, globe, school museum.

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<sup>11</sup> Azar arsyad, *media pembelajaran* (Jakarta: PT radja Grafindo persada, 2006),p 5

<sup>12</sup> Hamalik, oemar, *pengajaan yunit: study kurikulum dan methodology* (bandung:alumni 1982),p 120

- 3). electronic media; slides, filmstrip, film, record, radio, television, computer.
- c. Society source: people, industry, history, area, custom, politic.
- d. Material collection: chemist, seed, and leaves.
- e. Gesture: all action by the teacher in the class like moving hands, foot, body, and facial expression.

In addition, Suparno defines kinds of teaching media that can be used in the process of teaching and learning process into four types<sup>13</sup>, they are:

- a. Non-projector visual media: the viewing media that cannot be projector object to other surface, for example: flash card, pictures, etc.
- b. Projector-visual media: the viewing media that can be projected of the object of transparency to other surface example OHP (Over Head Projector).
- c. Audio media: the teaching media that delivers message by sound, for example: tape, recorder, etc.
- d. Audio-visual media: the teaching media which delivers message through sound and also its picture or action can be seen with its sound. For example: TV, VCD, etc.
- e. Game: the teaching media by game which is done by individual, group, or in pairs. For example: puzzles, guessing, the words, etc.

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<sup>13</sup> Soeparno, media pembelajaran bahasa (Yogyakarta: PT intan parawira, 1988), 50

### 3. The definition of animation video

In this study, animation video is chosen as a media of teaching English vocabulary. Animation video is a video or film made by photographing a series of cartoon drawings to give the illusion of movement when projected in rapid sequence<sup>14</sup>. However some people find it difficult to differentiate between animation and cartoon. The researcher found of some definitions both of them:

- The cartoon.

Cartoon derived from Italian language, “cartone” it is the meaning “thick paper”. Initially, cartoon refers to the sense of drawing plans, the fine arts cartoon or sketch a rough picture early in the large canvas wall decorations or on the architectural buildings such as mosaic, glass and fresco<sup>15</sup>.

- The animation.

Animation (animation) is derived from the Latin word that carries the meaning “turned on”. In other words, the animation refers to the act or process of making something that looks alive. On whole, the animation

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<sup>14</sup> <http://www.thefreedictionary.com/cartoon>.

<sup>15</sup> Marianto indarto, *tehnik seni gambar dan lukisan* (bandung: merdeka 2001)p, 30

may be defined as the process moves turn on or give an idea to make it look something static and dynamic<sup>16</sup>.

The writer uses “Go Go Diego” animation video as media to teach English vocabulary. “Go Go Diego” is an animated television series that is a wonderful show for children. The lessons are hidden in Diego's adventures and provide a good motivation that is so helpful and never despair. Another one of the best parts of “Go Go Diego” show is the bilingual aspect. Characters speak both English and Spanish. Diego's adventures are fun and interesting, with an emphasis on sharing, compromising, and interactivity. Two stage versions of go go Diego toured North Africa are, "toy Holmes as voice of mommy grizzly bear " and "Diego's save Christmas." Produced by Nickelodeon, these productions consider as most important live actors play the roles of Diego and friends, including baby jaguar, Alicia the old sister, and other animal Diego's friend. Many of the characters were difficult foam costumes designed to resemble the Diego characters. Each production featured a structure similar to an episode of the television series. Diego helps children learn colors, counting, and words in English. Young viewers are invited to participate in a variety of ways including shouting out words and reminding the characters of certain tasks<sup>17</sup>. GO Go Diego contains some new vocabularies which can improve students' vocabulary. In cartoon GO Go

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<sup>16</sup> Ranang A,S. design gravis, animasi dan kartun (Jakarta: indext jaya 2009),p 19

<sup>17</sup> (<http://www.cartoonwachther.com/Go-go-Diego/>)

Diego some words pronunciation is conveyed clearly and slowly, so it will help students to memorize it easily. When Diego mentions a word it will be followed by a picture so the students will immediately know the meaning of the word before get confused about the meaning.

Therefore, animation video is a film made by photographing a series of cartoon drawing to give the illusion of movement when projected in rapid sequence<sup>18</sup>. According to Hornby animation video is like film made by photographing a series of drawing or drawing dealing with current (est. political) events in an amusing or satirical way<sup>19</sup>. Meanwhile, Longman dictionary animation video is a humour drawing, often dealing in an amusing (satirical) way with something of interest in the news or a cinema film made by photographing a set of drawings<sup>20</sup>.

#### **D. Teaching English Vocabulary using animation video**

Numerous of media can be applied in teaching vocabulary. However, it is a must for teachers to be careful about in choosing them, so that the process of teaching and learning vocabulary will succeed with the satisfactory result.

One of the media of teaching English vocabulary is using animation video. Animation videos are suitable for students at SMP Ahmad Yani 4, Bojonegoro they can lower their anxiety to get involved and participate in the learning activities. The important thing is that animation video is an appropriate

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<sup>18</sup> (<http://www.thefreedictionary.com/animation>)

<sup>19</sup> Hornby, A.S. *oxford advance learner 's dictionary* (London: oxford university press,1974),129

<sup>20</sup> Longman. *Dictionary of contemporary English: the living dictionary* (England:longman 2003)

media for SMP Ahmad Yani 4, Bojonegoro students' characteristic and need. They like watching animation video. Their world is still full of enjoyable activities.

In this study, animation video is chosen as a media for teaching English vocabulary. The writer assumes that this media is appropriate for junior high school and is expected by the English curriculum in which the teaching at junior high school can be more cheerful and encouraging.

### **1. The Steps of Teaching English Vocabulary using animation video**

In this study, animation video is chosen as a media of teaching English vocabulary. I use "Go Go Diego" as media to teach English vocabulary. Go go Diego is an animated television series that is a wonderful show for children. The lessons are hidden in Dora's adventures and provide a good motivation so helpful and never despair. Another one of the best parts of Go Go Diego show is the bilingual aspect. Go Go Diego are fun and interesting, with an emphasis on sharing, compromising, and interactivity. The Steps of Teaching English Vocabulary using animation video is:

- *Pre Activity*

The teacher greeted and addressed the students, checked attendance list, and aroused the student's motivation by giving questions about the material.

- *Whilst Activity*

The teacher played the animation film for the students, asked them to mention the name of the picture from the animation video, explained the animation video in English, gave the students a chance for asking questions, appointed some students to explain about opinion of animation video, explained difficult or new vocabulary, explained again about the material in more simple way, so the students will understand better, and giving a test about the material.

- *Post Activity*

The teacher asked the students to do the test, asked the students to submit their answers, discussing the test together, gave the students chance to ask, the teacher gave homework, and closed the lesson.

## **E. The review of previous study**

In doing research, it is necessary to enclose review of previous studies to avoid replication. Some similar studies have been conducted to find out the implementation of animation video to improve mastery English vocabulary.

The first previous study is by Eko Prasetio entitled “Using cartoon movie to the quality English vocabulary in junior high schools”. In his research, he took some observation in order to find out the implementation of the cartoon movie in the teaching learning process<sup>21</sup>.

The second previous study the writer took the research conducted by Zainulamin entitled “Teaching listening trough watching English movie (STIKP)”, besides this study that listening to English movie contributes the improvement of student’ listening skill, make English alive and create positive climate for student<sup>22</sup>.

Those previous studies are discussing about the utilizing video as visual aid to teaching media. But, here the writer provides further contribution in term of exploiting picture to enhance students’ vocabulary. Picture can be implemented as teaching media to improve and increase students’ vocabulary.

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<sup>21</sup> Eko prasetio, *using cartoon movie to improve the quality English vocabulary of sevent grade student of SMP N 1Bojonegoro*. (IKIP Bojonegoro:2010)

<sup>22</sup> Zainula amin, *teaching listening trough watching English movie* (STKIP subang 2008)