

## **CHAPTER II**

### **REVIEW AND RELATED LITERATURE**

This chapter is divided into three sub headings. First, the definition of vocabulary, the importance of vocabulary, and ways of teaching vocabulary. Second, the definition of video, video types, video teaching techniques, the advantages of using video in the classroom and relationship between video and teaching vocabulary. Third, the characteristic of young learner, and assessing young learner.

#### **2.1 The Definition of Vocabulary**

The term of vocabulary has defined into several definitions, some experts defined it in their own words, Helena ( 2001: 234 ) defines vocabulary as the body of words in particular language or in a particular sphere activity. Language consists of words, while vocabulary is a body of words that has its meaning where this word exists in a particular language.

Homby ( 1974 ) points out vocabulary is the total number of words, which make up of the language. In another explanation, Homby ( 1984 ) claims vocabulary is a collection of words or phrases and list of words in a language text book, usually alphabetically arrange or defined. It means vocabulary is a word consist of alphabets which make up a word . he also adds that vocabulary is a total number of words which ( with ruler for combining them ) make up a language. Vocabulary is the basic symbols which make up any language ( Tiedl 1967 : 42 ).

There is also a definition of vocabulary; according to Linse ( 2005:121 ) vocabulary is the collection of words that an individual knows. Each individual has ability to communicates by using the language he knows.

From the definitions of vocabulary above, it can be a total number of alphabets to make up a word which is known in a particular language to commune.

### **2.1.1 The Importance of Vocabulary**

In some discussion, vocabulary or lexis takes an important role in the language practice. People need to know vocabulary to arrange sentences in order to communicate. It is known that vocabulary has unlimited number since people try to elaborate the words which are appropriate to their language. They have been developing the use of words ( or vocabulary ) in which the use of vocabulary is more applicable to their language. Vocabulary is the focus of language ( Pyles and John, 1968:96 ).

In teaching English, vocabulary is apparently required to learn since four skills of English as listening, writing, reading and writing contains of vocabularies. Allen and Vallate ( 1997:49 ) state that vocabulary is an important factor in all language teaching. Vocabulary is the essential part of the language development, because vocabulary deals with the skills focused on listening, speaking, reading and writing. Vocabulary is the bridge for these skills to achieve the target language.

This study focuses on the teaching vocabulary to the children that is third graders in the elementary school SDN KARANG TURI Gresik. In the English course book. They study numerous words which are arranged thematically such as kinds of clothes, kinds of transportations, kinds of profession and parts of the body. These themes mostly consist of nouns. Course books for young learners often emphasize nouns because often young learners don't have literacy skills, so the only words that can easily be featured are nouns ( Linse, 2005: 121 ).

The third grade have to remember plenty of words. These words will enable them to acquire four skills they will learn. They will need the vocabulary to tell a story, to listen what their teacher say and even to write down some short and simple sentences.

It is important to help the young learners ( The third grade ) expand their vocabulary trough formal and informal instruction. For formal instruction, the students the meanings of words and ways to uncover the meaning of words through direct instructions. Informal instructions is non-rule oriented and often a “ by the way” approach ( Linse, 2005:121 ).

Learning vocabulary for children ( the third grade ) is important. It enhances them to master further skills of English in the next level. They learn vocabularies by imitating the teacher. She has to be able to convey vocabularies well as ( Gale 1966:14 ) states vocabulary grows through experience. So that they will bear, speak, read and write well by having good vocabulary. Furthermore, the purpose of vocabulary study is to increase the understanding of the spoken and written word and to develop the ability to communicate effectively.

### **2.1.2 Ways of teaching vocabulary**

Studying vocabulary particularly for children is quite different since they will be interfered by his/her mother tongue or current language. To prevent those problems, teacher can use some principles or ways of how to teach vocabulary so the later, she can conduct a good vocabulary teaching and learning process. Basically, there are four types of vocabulary 1. High frequency, 2. Academic, 3. Technical 4. Low frequency. In choosing words teacher should consider the words to teach. Teacher can teach the lexis from the easiest to the most difficult, because not all students can gain the lexis quickly and easily, some of them may find difficulties.

Thus, teacher shall can teach vocabulary for student with Video tutorial. Experts has given guidance of how to teach vocabulary. Focus on the most vocabulary first beneficent, focus on vocabulary on most appropriate trick, give attention for telling hi-fi across four stands of one courses, advise student to reflect and responsibility takings for learned( Nunan,2003:135 140).

Whereas, Linse (2003) concludes some principles of how to teach vocabulary, ( 1) emphasize both direct and indirect teaching (2) teach vocabulary words before new activity,(3) teach how to use context clues appropriately,(4) present multiple exposures to new vocabulary items,(5) give opportunities for deep processing vocabulary notebooks. By applying some ways and principles above, the teacher can be get the students into maximum attainment.

## **2.2 Video Types**

Nowadays many publishers produce video to accompany course book. Most of video have been produced to accompany course book that the teacher use whether in the course place or school. Video is not only VCD or DVD that are bought from the publisher, yet video can also be taken from internet such as YouTube for free. As Harmer (2001) has indicated that there are three basic types of video and learning videos,

1. Off-air programmes

Recorded progammes are taken from television channel. These videos include some accents and a high preponderance of regional vernacular. The teacher should consider which recorded program is suitable most for teaching learning activities. Moreover, all television programmes have their own copyright restrictions that might have serious consequences.

2. Real- world videos

This video can be feature films, wildlife documentaries, or comedy. Once again, it should be realized that the teacher must select the right video that potential and has good content.

### 3. Language learning videos

Many publishers now release the language learning videos which are functioned to accompany the course books even the workbooks. Many kinds of little made to these videos of which each has its own discussion. Mostly, these videos discuss something general such as animals, occupations, transportations, sports, vegetables, plants, and so on. Considering that these kinds of video have many advantages, this video deserve to accompany the beginners in studying vocabulary. In fact, this video has designed for the students in a particular level. Besides, they are designed to appeal to students to topic interest and multi- use as well.

From those types of video that have been stated above, the writer prefers to use language learning videos. The researcher uses videos which are taken from free website namely YouTube, these videos contained many kinds of topic such as family, school, body parts, days of the week and many others. He chose this video because it is proper to the objective of the lesson.

Furthermore, this type of video represented some topic in the course book that the third grade used in EFL classroom.

#### **2.2.1. Video Teaching Techniques**

Video teaching techniques a part of vocabulary teaching and learning process. It is quite different from teaching vocabulary materials with other teaching aids such as picture, wall chart, realia, audio cassette, and filmstrips. Teacher needs a directions to make a easily good sequence. By this case, techniques of teaching using video are needed. Here are some ways of using video that are proposed by Lonergan ( 1984) :

1. Ask the learners to listen for a specific form or functional expression.
2. Use the pause button to stop the video after selected forms or functional expression then ask the learners to repeat what the last speaker in the video said.
3. Use the pause button to stop just before a speaker in the video says something you want to focus on, and ask the learners to predict what the speaker will say.
4. Tell the learners to pay careful attention to a short sequence because you want volunteers to act approximately what they hear and see after wards.
5. Get learners to sit in pairs facing each other, so that one of them can use see the video and the other cannot.

Dealing with the techniques above Harmer (2001:286) observes some ways of presenting video e.g fast forward, silent viewing, freeze frame, partial viewing. Furthermore, Stempleski and Tomalin (1990) conclude that some basic techniques for using are as follows:

1. Sound off/vision on (silent viewing)
2. Sound on /vision off
3. Pause /freeze-frame control ( to utilize with sound on/off and vision on / off controls as above)
4. Sound and vision on
5. Jumbling sequences, and
6. Split viewing

Even though not all the techniques that have been mentioned above are proper to the teaching of English vocabulary, at least they can be a direction or guidance for the teacher to each English vocabulary or help the teacher in organizing activities so that they know what to do with the video.

### **2.2.2 The Advantages and Disadvantages of using Video Tutorial in the Classroom**

It has been known that video as a teaching aid has many advantages than disadvantages. Many experts agree that video is really great source for teaching English particularly vocabulary. Knowing that the object of this study is the first graders of elementary school, this medium is proper for them to help them study vocabulary. Some statements that support video has lots of advantages are for instance.

1. It is an instructional medium that generates excitement
2. It provides practice in listening comprehension and aural skill
3. It effectively stimulate further study e.g. discussion or debate ( Sheerin 1982)
4. Listeners may not understand every word, but they can follow the main theme and recognize the most important points.

On the contrary, video also has some disadvantages for instance the “nothing new” syndrome, just switching on the monitor in a classroom is not especially exciting ( Hammer,2001:283), the cost that will be so expensive to fulfill the video stuff and preparing a lesson based on a video sequence can be difficult and time concerning.

### **2.2.3 Teaching Vocabulary Using Video Tutorial**

The rationale of teaching vocabularies by using language teaching video. Tomalin and Stempleski ( 1990) observe two rationales between language-teaching video and teaching vocabulary :

1. Vocabulary developments-activities on new lexical sets are learnt are trough a sequence.
2. Vocabulary review – activities reinforce language already presented or learnt.

In relation, Staddon and Branch ( 1998 ) state that video can be used for comprehension ( key words and detailed ), for vocabulary acquisition and for pronunciation and intonation. It is

clear that using video in teaching vocabulary effects one and another. Students can gain material easily since it is a new activity of using media in a classroom.

Most video materials contain vocabulary. It can be single word or multiword. The materials for elementary students are dealing with a certain theme like what third grade of SDN KARANG TURI Gresik. Study such as body parts.

#### **2.2.4. Procedure In Using Video Tutorial.**

There are some steps and instruction to use of video tutorial. They are ;

- 1) The researcher choose the topic related the sylabus. The researcher chooses “ parts of the body”, as the topic.
- 2) The researcher prepered the laptop, LCD, and Video.
- 3) The researcher play the video. Then the students repeat and answer the question from the teacher.
- 4) The researcher correct the student’s answer.

### **2.3 The Characteristics of Young Learners**

In this study, young learners refer to the third grader of elementary school aged ten years old. They have different and specific characteristics than mature or adult learners. In this age there are two sides influence their characteristics they are mature side and childish side. Both side clearly influence their way of thinking towards something they learn. It is supported by Scott and Yterberg ( 1990:3 ) children of ten are relatively mature children with an adult side and a childish side.

Concerning that young learner's characteristics are different from adult learners. Expert classify some characteristics of young learners have, Hammer ( 2001: 38) concludes some characteristics of young children in the age Seven or Eight:

1. They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.
2. They have a need for individual attention and approval from the teacher.
3. They respond to meaning even if they do not understand individual words.
4. They have a limited attention span: unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.
5. Their understanding comes not just from explanation, but also from what they see and hear, and crucially, have a chance to touch and interact with.

In relation, scott and Yterberg ( 1990:3 ) mention the other characteristics to differentiate between young learners and adult learners. He mentions six characteristics of children 7 to 8 year olds.

1. They ask questions all the times.
2. They are able to make some decisions about their own learning.
3. They have definite views about what they like and don't like doing.
4. They are able to work with others and learn from others.
5. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
6. They rely on the spoken words as well as the physical word to convey and understand meaning.

A lot of questions may come out from the young learners about certain vocabulary. In this case, the teacher as the successor of English study has to answer the question correctly and accurately in order to avoid misinterpretation by the students ( Scott and Yterberg,1990).

Moreover, as Hildebrand ( 1992:3), has indicated another characteristics of young learner.

1. Young children are spontaneous, loving, curious, and creative.
2. Most children's vocabulary is limited by this age
3. Young children get what they want by physical means rather than verbal.
4. Young children ask many questions
5. They ask some question because they really want to know about everything and they want some attention.

To support expert's statement above, Harmer (2001) also adds four styles of learners.

1. Converges is a type which the learners or students tend to avoid the groups, because they believe in their own abilities.
2. Conformists is a type of learners who tend to be dependent, they are usually dependent to the teacher or in other word well-organized teachers.
3. Concrete learners is more like a conformist but what makes them different from conformist is they enjoy games and group work in class.
4. Communicative learners is prefer to be independents without any guidance from the teacher.

By the characteristics and learner style, the researcher need to recognize that each students has their own characteristics and style so as the teacher have to know which students need more personal attention than others thus the goal of English study can be achieved.

### **2.3.1 Teaching English to Young Learners**

Preceding the discussion, the writer emphasizes that teaching vocabulary to young learners is completely different, consequently, the EFL teacher should consider some principles she might not know in the teaching vocabulary to them.

#### **1. Activities should vary**

Some researchers have viewed that children or young learners have some individual behaviors. One of them is that they are reluctant to stay for long time and do certain activity. Consequently English “Lesson” must be short-ten minutes is the longest time for which many primary children can sustain an interest in one activity ( Broughton, 2003:169).

The writer can not expect much the young learners to sit down for along time because it will barrier them to achieve the target language that has been planed. The teacher has a role as an organizer which she must be able to organize students to do various activities.

#### **2. Lesson should be interesting**

Vocabulary learning is a complex process demanding the acquisition of many skills. For young learners the English lesson maybe difficult to gain thus, the teacher must have what is also called motivation. Finocchiaro ( 1964:29) recognizes that motivation and incentive are necessary-the environment and the activities of the language classroom should increase the learner’s motivation.

The teacher should make the teaching learning process as interesting as possible to attract students interest to study the lesson. Being motivator in the classroom will help the students to increase their motivation. On of the way that the teacher can use is by

using audio visual for instance video. To quote Huebener ( 1967:5) audio-visual devices is more deplorable in view of the fact that they lend themselves so well to that area and strengthen the linguistic phase as well as enrich the cultural phase of language teaching.

In addition, video increases learners motivation. It is a visual stimulus. Learners hear authentic language used in context. Its visual aspect facilitates comprehension.

### 3. Teach one thing one time

Young learners are able to deal at a time without much difficulty. But teaching a lot of things to them in one time can cause confusion and failure. As Hildebrand ( 1992) has indicated that by presenting a lot of things at one time will bring a failure to the teaching learning process.

### 4. Repetition

Boughton ( 2003:170) notes “ they love repetition, common to all young children”. Young children can also forget them quickly and easily as well. It is because in this level young children have relatively weak long-term memory. Whereas studying English needs a long-term and comprehensive. One of the main goals of vocabulary instruction, therefore, it is to help students improve their comprehension ( Hiebert and Kamil, 2005:27).

To achieve that goal and to help students comprehend the vocabularies well, teachers ought to repeat the vocabulary frequently and the students have to try reminding what their teacher says what the vocabulary explained, in other words the vocabulary study should be again and again so that they can store it in their long-term memory.

Again video as a medium can help the students remind various of vocabulary. As Canning-Wilson(2000) said that video offers foreign language learners a chance to improve their ability to understand comprehension input.

According to some explanations above, the writer can draw some conclusions:

1. The teacher should vary the activity particularly in the teaching and learning vocabulary, thus the students will not get bored quickly.
2. The teacher needs to set the lesson as interesting as possible. She can set up good routines by becoming a good motivator for her students.
3. The teacher should give her students chance to store vocabularies they learn by repeating regularly in order to have a good comprehension.

## **2.4 Teaching English as a Foreign Language**

It has been known that English foreign language in Indonesian particularly in remote government school such as in SDN KARANG TURI Gresik. This happened because not all the teachers can teach the material well. Mostly the teacher who teach the material is classroom. In fact, the successful of English lesson is the teacher it self. It is supported by Finnochiaro (1974: 99) that the teacher is the most important single factor in the teaching and learning process.

The teacher as the successor of the teaching and learning process should be able to transform the material well in order to attain the target language. He/she should have what is so called teaching ability. They have to be able to teach and select the appropriate materials for his/her students or even apply the method of how to teach English effectively. Teachers select the task according to their own beliefs about teaching and learning(Takac,2008).

### **2.4.1. Teaching English Uses Video Tutorial.**

Teaching with video has been a common feature in language teaching for many years. According to Jerry Harmer (2001) there are many reasons why video can add a special, extra dimension to the learning experience such as first, seeing language in use. It means that one of the main advantages of video is that students do not just hear language, they see it too. Second as cross culture awareness. Actually video uniquely allows students a look at situations far beyond their classroom. The last one is as motivation; for all the reasons so far mentioned, most students show an increased level of interest when they have chance to see language in use as well as hear it, and when this is coupled with interesting task.

### **2.5. Previous Study**

Previous Study that related this research, the research is done by Arum Nisma Wulanjani (2009) with the title “ *THE EFFECT OF USING “MULTI MEDIA” VCD AS MEDIA FOR TEACHING VOCABULARY TO KINDERGARTEN STUDENTS*”. She used Classroom action research qualitative research. The result showed that scores of fifteen students increase from the final test to try out score and they are so interested to study English again and again. The researcher also asked students to comment about the researcher’s product. All of them said that they feel happy and fun could try it because as long as they have learned English, they have never learned with this kind of media.