CHAPTER II

LITTERATURE RIVIEW

2.1 Teaching Vocabulary for Young Learners

There's a difference teaching young learners and adult. Besides different age, different character, different understanding and etc. In line with that, (Rahmadhani, 2015) there is a determining factor in the process of teaching young learners about a second language or a foreign language, namely the teacher must have special skills and a different point of view in teaching young learners and adults. So for the first, the students supposed to understand the meaning word (vocabulary) so the learning process can be running well and become easier to understand.

Harmer as cited in (Shejbalova, 2006) mentions some aspects in vocabulary that learners need to know in order to have a better understanding. First, meaning, the world context. Second, usage the world knowledge of appropriateness. Third, world formation, word's construction of letter. The last, grammar which word's use in term of rules.

In teaching vocabulary there are several things that we must pay attention to and very important to do during the learning process. Wallace (1989: 27-31) explain that there are the main principles of teaching vocabulary such as:

a. Aim

The teacher must have a clear purpose in teaching vocabulary. Teacher must understand what they want delivered to teach the students.

b. Quantity

After had a clear purpose in teaching vocabulary, the teacher must determine how much vocabulary must be mastered by students for achieve the main learning purpose.

c. Need

In this case, teacher must see about what students need rather than what teacher want. There are so many teachers who are not good at seeing potential of what actually students need, so they made a material that doesn't relate with students need. It is make material that explained by the teacher are not optimally understood by the students.

d. Repetition

Repetition in the process of learning vocabulary is very important for students, it's intended that students can easily remember the vocabulary and easily remember the meaning of the words.

e. Meaningful explanation

In teaching vocabulary, the teacher must provide a clear explanation so the students have a good understanding of vocabulary being taught.

f. Situation

The material that delivered by teacher must related with student's situation. So, the students can understand easily vocabulary that delivered

g. Presenting context

The teacher gives example of vocabulary that students unfamiliar with that, but actually its often to used. The teacher also explains the use and context of these words.

h. Mother tongue to target language.

To achieve the target language that will be taught by the teacher, it would be better to understand the mother tongue to compare and look for similarities of some words that being taught.

2.2 Characteristic of Effective Media

A good vocabulary learning medium should possess several key properties that enhance the learning experience and promote effective language acquisition. These features include:

1. Contextualization:

Media should provide vocabulary in meaningful and authentic contexts so that learners can understand how words are used in real-life situations. Vocabulary

6

should be presented in relevant contexts such as conversations, stories, and videos so that learners can better understand meaning and usage. (Nation, 2001).

2. Visual support:

   Visual aids play an important role in vocabulary learning. Good media should include visual elements such as images, illustrations and videos that emphasize the meaning of the words. Visual supports help learners connect vocabulary with its visual representation, making it easier to understand and remember. (Hubbard, 2009).

3. Engaging and interactive:

   Media that capture the learner's attention and encourage active participation facilitate vocabulary learning. Interactive features such as quizzes, games, and exercises encourage learner participation and provide opportunities to practice and deepen understanding. This interactivity keeps learners motivated and engaged in the learning process (Lee et al., 2010).

4. Authenticity:

   Authentic media materials such as news articles, podcasts, and videos give learners the opportunity to experience authentic language use. Reliability helps learners understand vocabulary in context and become familiar with the nuances, idiomatic expressions and cultural aspects associated with the language, making the learning experience more realistic and hands-on. (Jacobson et al., 2003).

5. Adaptability:

   Media should be adaptable to different ability levels and learning needs. It should be customizable and personalizable, allowing learners to set their own pace and focus on areas of interest or difficulty. Learners can progress at their own pace with the ability to adjust difficulty and access additional resources. (Kukulska-Hulme & Shield, 2008).

6. Multimodality:

   Combining multiple modes of communication such as text, images, voice and video will help you develop a deeper understanding of vocabulary. By

engaging multiple senses, learners can amplify learning, strengthen connections, and improve memory(Hubbard, 2009).

2.3 Video as a media to teach vocabulary

The use of video in the learning process helps students because it can explain all areas of knowledge and students' interests and concerns (Elyas & Kabooha, 2015). Videos can positively influence education. which access is very fast and fun, there are videos based on culture, and languages from all over the world. In other words, learning through videos can positively change the learning environment (Almurashi, 2016). In addition, videos can make students more interactive because it will be easier for them to find new topics and vocabulary (Riswandi, 2016). the characteristics of the video being manipulated, edited, and portable have made the video look very useful for use as a learning medium. Supporting this idea(Harmer, 1998) states in his book, "Video can be used for many things: presenting, providing information, providing background on a topic, playing various forms of dialogue, and interaction".

Zaidi et al., (2018) explained that students are interested in using YouTube. Also, it helps them with their tasks. In line with that, (Elyas & Kabooha, 2015) revealed their learning outcomes such as students having a positive response using YouTube and having an effect on their vocabulary acquisition. The editable characteristics of video make video an effective medium for any need. This statement is also supported by (Rahmadian, p.13) by quoting John

Haycraft in his book, —Video can be adapted to urgent needs. Video is considered cheaper than sound tape and easy to operate, video can also be used creatively. (Harmer, 2007) states that video can provide the language used. For example, students can see how intonation matches facial expressions and what gestures accompany certain phrases.

Smaldino et al.,(2012) say that one of the advantages of using video is the culture of understanding. This means that teachers can develop a deep appreciation

of other cultures by looking at the depiction of everyday life in other societies. Lever-Duffy and McDonald (2008) say that video can appear to change space and time as it captures events. They also stated that the video has the potential to shift the viewer's location as well as experience time frame. (Harmer, 2007; Khalidiyah, 2005) says that learner motivation increases when students learn language using videos. Most students showed an increased level of interest when they had the opportunity to see and hear the language spoken, and when this was coupled with interesting assignments.

2.4 The Procedure of Teaching Using Video

Before starting the learning process, the teacher must prepare the material to be taught as well as possible. (Khalidiyah, 2005) in her journal suggests several procedures for applying video or audiovisual as a media in teaching English, including the following:

1. Preparing your self

    Before the teacher starts the learning process by showing a video, there are several things that must be done first. First the teacher must understand well the content of the learning video, then the teacher writes notes about the important points that must be obtained by students. And finally the teacher can interact with students by asking a few questions about the video.

2. Preparing environment

    After making preparations regarding learning videos, the teacher must make the class atmosphere comfortable and as attractive as possible. The goal is none other than for students to become interested and feel comfortable during learning activities. Not only that, supporting equipment such as speakers, laptops, LCD projectors must also be prepared properly by the teacher.

3. Preparing the student

    Before learning begins, the teacher must explain a number of rules that must be obeyed by students so that the situation is conducive. After students watch the learning video, the teacher explains the purpose of watching the video. Students can also ask questions about things they don't understand from the

video. The teacher can ask students to discuss something that they don't understand related with video.

4. Showing the video

When the process of viewing videos is attempted to control students to stay focused and feel comfortable so that the points of the video can be understood by students.

5. Carrying out the follow-up

After watching the video, the teacher asks students to express their opinion about the video. The teacher can also ask them to discuss the essence of the video.

2.5. The advantage of teaching vocabulary using part of movie

Nasution (2005:104) states that the advantages of using movie in teaching and learning process are:

1) Movie is very good in describing a process, if necessary by using a "slow motion".

2) Each student can learn something from the movie, from the clever one or less intelligent.

3) Movies can take a child from one country to another country and from one period to another period.

4) Movie can be repeated if necessary to add clarity

This is the background of the researcher's interest in taking the title of this research, because teaching techniques using videos specifically using movie clips provide a fun new atmosphere and are able to attract students' attention when they learn in class.