CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter consists of some shorts reviews of related literature about Vocabulary, Developing material and CALL.

2.1 Vocabulary

Broadly defined, vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations – or ever use them ourselves as we speak and write Kamil & Hiebert, in press (2005). Adding further complexity, in education, the word *vocabulary* is used with varying meanings. For example, for beginning reading teachers, the word might be synonymous with "sight vocabulary," by which they mean a set of the most common words in English that young students need to be able to recognize quickly as they see them in print. However, for teachers of upper elementary and secondary school students, *vocabulary* usually means the "hard" words that students encounter in content area textbook and literature selections. For purposes of this booklet, we define vocabulary as knowledge of words and word meanings in both oral and print language and in productive and receptive forms. More specifically, we use *vocabulary* to refer to the kind of words that students must know to read increasingly demanding text with comprehension. We begin by looking closely at why developing this kind of vocabulary is important to reading comprehension.

2.1.1 The Definition of Vocabulary

Vocabulary is a basic component of a language. Students who want to be successful in the language skills have to master larger number of vocabulary. Moreover, mastering larger number of vocabularies add someone's skill to communicate, makes easier to study a certain language and to get more information. According to Harimurti Kridalaksana (2006:14)" Vocabulary is a component of language that maintans all of information about meaning and using word in language ". It means that vocabulary give information about the meaning of the words.

The location of SDN 2 Randuagung is on the central town of Gresik. It is on 59 Raya Brantas Street Gresik. SDN 2 Randuagung is one of government school in Gresik. In the Classroom consist 37 students, with many of students in each class, the teacher not easy to maximize English materials, although the teacher have made the attractive English material. The source book that use in this school there are LKS Sportif and Active English 5. In learning English, the students are invited to be more active like students answer the questions given by the teacher but only a few students who were active. It encourages the authors to make all children to be active in learning English.

2.1.2 The Important of Vocabulary

Vocabulary is an important in communication. People Elementary communicate by using words. Vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary. According to Webster's Ninth Collegiate Dictionary in Leny (2006:15) vocabulary is :

a. A list or collection of words and phrase usually alphabetically arranged and explained or defined.

b. A sum or stock of words employed by a language group individual or work or in a filed of knowledge.

c. A list or collection of terms or codes available for use.

From definition above, vocabulary plays an important role because it

appears in every language skills. Vocabulary building is really important in any language learning.

Finocchiaro in Martasari (2004:10) describes another importance of vocabulary. He says that vocabulary mastery is needed to develop the four aspects of communication there are : listening, speaking, reading and writing. It means that without mastering vocabulary, a learner will find difficulty in communication due to the fact that vocabulary is the bridge to develop the four language skills.

The learners will be able to express their ideas precisely, if they have a good stock of vocabulary. Learners will be also able to comprehend the reading material, give response, understand other's speech, speak fluently and write about a specific topic if they count with the appropriate words. On the other hand, the learners will not be able to participate in conversations, express ideas, and ask for information, if they do not recognize the semantic and pragmatic aspects of the words.

A teacher must teach vocabulary to her students because they need it to be able to improve the four language skills. They have to master vocabulary as much as possible.

Variety ways in explaining the vocabulary, they are :

1. **Demonstrating picture:** Some words work well with pictures, particularly nouns. This can also be a good way to introduce blocks of related words, which is often utilized in foreign language classes, such as nouns and verbs related to the classroom or the house. Pictures can also be used in printable worksheets and flashcards, where pictures are matched to the word they represent.

- Using an object.
- Using a cut-out image.
- Using gestures.
- Performance action
- Drawing and or diagram on the board

For visual students, drawing can be a fun medium to explain vocabulary. You do not have to be a perfect artist - stick figures and basic sketches will often work well. You can even have students do their own drawings, which further

reinforces their understanding of the vocabulary

- Pictures from book, TV, video or Computer.

2. Verbal explanation:

- Logical definition.

- Putting in a context.

- Translating.

3. Total physical response: This works well with young students or students studying a foreign language to help introduce them to new concepts. After explaining new vocabulary, you can then ask the students to perform the actions. This can work with simple words like blink or snake, or more complex ones like eat a sandwich or read a book.

4. Reality: When it is convenient, bringing in the actual item can help students remember the word better and allows for a hands-on experience. You can also use this to introduce step-by-step concepts, like how to play a card game or run a computer program.

2.2 Developing Material

The definition of materials in materials development is anything which is used to help teaching language learners.Tomlinson (1998:xi) in Y.M Harsono journal "Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard or anything which presents or informs about the language being learned ".Tomlinson (2001) states that materials mean anything which can be used to facilitate thelearning of a language (linguistic, visual, auditory or kinesthetic). These materials can be presented in print, live performance, on cassettes, CD-ROM, DVD, or in the internet. . These materials can be instructional, experiential, elicitative, or exploratory. The material is instructional when it informs the learners about the language. It is experiential when it provides exposure to the language in use, elicitative when it stimulates language use, and exploratory when it seeks discoveries about language use in natural settings. There are at two things to be elaborated about materials development. It is a field of study and a practical

undertaking. As a field of study, it studies the principles and procedures of the design, implementation, and evaluation of language teaching materials. As a practical undertaking, it involves the production, evaluation, and adaptation of language teaching materials, by teachers for their own classrooms and by materials writers for sale or distribution (Tomlinson, 2001:66).

2.2.1 Basic principles of SLA relevant to the materials development for the teaching of languages.

- Materials should achieve impact. Impact is achieved when materials have a noticeable effect on learners, that is when the learners curiosity, interest, and attention are attracted. If this is achieved there is a better chance that some of the language in the materials will be taken for processing . Further, it is said that materials can achieve impact when they are new, varied, presented attractively, and appealing content.

    - Materials should help learners to feel at ease. Materials can help learners to feel at ease in many ways, for example, texts and illustrations rather than just texts, texts that the learners can relate with their own culture than those that are culturally bound, materials that include examples rather than without, and many others.

    - Materials should help learners to develop confidence. Quoting Dulay, Burt, and Krashen (1982), Tomlinson (1998:9) said that Relaxed and selfconfident learners learn faster . Many learners feel relaxed and self-confident if they think that the materials they learn are not too difficult but just one step further or more difficult than they master

2.2.2 Materials Development as a Practical Undertaking

Learning/teaching materials, in practice, can be developed/produced by evaluating learning materials, adapting, supplementing and creating own material

1. In evaluating the textbook, teachers observe what works and what does not work and they add their own style/preference and interpretation to the textbook.

2. After evaluating the textbook, each teacher has his/her own decision, that

is, using the textbooks without having any change at all, adapting it according to the needs, supplementing it if necessary, or if the textbook does not fulfill the teachers criteria, they can create their own materials based on their students needs or other criteria of developing materials.

3. Creating own materials is the teachers last effort to develop learning materials instead of adapting or supplementing the existing textbooks or authentictexts. There should be fundamental bases in order to create own materials,among others, teaching objectives or instructional goals.

2.3 Interactive Dreamwaver

The term interactivity in the context of CALL has traditionally been associated with human-computer interaction - the stimulus / response / feedback paradigm - involving the use of a range of stimuli (text, images, audio or video), learner responses using a range of input devices (keyboard, mouse, touch screen or speech) and various types of feedback (text, images, audio or video). More recently the term interactivity has been "trivialised to simple menu selection, clickable objects or linear sequencing" (Sims 1996:1) in ICT4LT module. Even to "passive" types of interactivity, such as interacting with a digital TV set by pressing the red button on a remote control device and pressing the number keys. We can say interactive if we have interaction with technology but, technology itself without people are used it, it is nothing.

Interactive dreamwaver is web pages design and developing tools language learning materials feature second language (L2) script support, streaming audio, pictures, and interactive exercise types that allow learners to test their understanding. The web is in many ways the best mode of production as well as of distribution of language learning materials. Web-based materials are interactive and can include practice and self-assessment activities. They can offer color images, streaming audio, and video, all at the click of a mouse (admittedly at present at relatively modest quality and size). Unlike any other medium of instruction, web content can be continually updated and augmented so that users automatically see the new material the next time they access the site. (a replacing the older term CALL (Computer Assisted Language Instruction). Nowadays,

computer is not the new thing anymore. Everyone has been familiar hear about this thing even the children can operate it by themselves. Computer offers many easy for the people to do anything even some of them depend on their life or job to the computer. It can be happened that computer will take place of all jobs or activities (course books especially in education). The students can learn faster, easier and more enjoyable using computer.

2.3.1 The uses of Interactive Dreamwaver in English Language Teaching

Higgins (1988) in calico journal suggest that the use of interactive Dreamwaver can be divided as follows :

a. Drill and Practice

The first lesson type is the instructional lesson, which is computer centered and requires students to absorb the information being imparted

Drill and practice consist of three steps :

1) Providing stimulus.

2) Receiving active response from the learner, and

3) Giving immediate feedback.

There are several types of Drill and Practice activities or exercise, such as paired associate (matching); sentence completion; multiple choice ;part The second kind of lesson, the revelatory lesson, requires students to be experiencers. The computer presents a structured experience, such as a simulation, and the student role is that of an on-looker.identification; true-false; and short answer questions.Well designed Drill and Practice programs can record the learner's progress and scores and the time a students spend on each exercise. Some programs add timing features to help the learners to control their speed while practicing. Drill and practice computer program in the early years focus on practicing language skills and components. Separately, for instance, vocabulary, grammar (such as irregular verbs, past tense, and articles), reading and translation.

b. Computer as Tutor

The second kind of lesson, the revelatory lesson, requires students to be experiencers. The computer presents a structured experience, such as a simulation, and the student role is that of an on-looker.The role of the computer as a tutor is to present to the learners the content of the lesson as text graphic, video, animation,

or slides, including learning activities, drill and practice. The computer serves as a means for delivering instructional material.

The programs consist of the following stages :

1)Introduction (stating aims, background knowledge)

2)Presentation of the content, exercise and/or testing, and

3)Giving the feedback.

Computer as Simulation / Problem Solving

Simulations and problem solving are used to foster analysis, critical thinking, discussion and writing activities. The computer is not used much for tutorial purposes. The program is designed to create language interaction through problematic situations, conditions or problems challenging the learner to solve. Many simulation programs are problem-solving games, which are both entertaining and educational in nature and purpose ("edutainment").

c. Games and Computers

The main principle behind computer gaming is that "Learning is Fun" (Torut, 1999:139). The principal aim to create a pleasurable learning environment and to motivate the language learner. However, good educational games should have clear educational objectives.

d. Computers as Tools for ELT Teachers and Learners

The most common tool used by teacher and learners is probably word processor (Torut, 1999:140). Word processors are tools for creating documents, for making handouts, sheets, desktop, publishing, letters, and flyers for language teaching and learning.

c. Internet Application.

Computers can be connected to the internet and can incorporate interactive multimedia: text, graphics, audio, video, and animation. It can be said that the explosive growth of the internet has given new life to interactive media.

2.3.2 The Procedure Using Interactive Dreamwaver in Teaching Vocabulary

The implementation of Interactive Dreamwaver to conduct vocabulary have a 2 steps, there are preparation and application. Details information

described as follow

Preparation

Before the teacher entered the class, she must prepare her lesson plan and the material will teach to the students. She also brings the materials, such as laptop or computer, sound and projector to the classroom.

Application

The teacher usually starts the lesson by greeting the students and checking the attendance list. It is support by the result of the using this method that the teacher always greet the students when they start the lesson. The activities during the teaching and learning process the classroom.

1. Teaching new words or phrases

   Teacher prepare for the question or a task. For example the teacher show some audio visual about the material such as food and drink in the Interactive dreamwaver and play game with students.

2. Reviewing vocabulary and the topic

   The learner find the answer or doing the task. There are various types of activities.

3. Checking/testing key words

   The teacher will taken 2 – 3 topics that was learned, and the teacher will measure each students ability with giving an exercise, it can be word puzzle, jumbled letters, interviewing, etc. By using Interactive Dreamwaver do support

2.4 Review of Previous Study

The previous study was reviewed in order to avoid imitation. In this study, there was three previous studies. The first a thesis was entitled " Developing English vocabulary material using CALL instruction on the 3rd grade students SD Muhammadiyah Manyar GKB " it was done by Dian Kurnia Oktaviani (2008). It was found the previous study related to this research. In this study was designed to be developing material. In this study, there was research problems that tried to be answered, there is how is the English vocabulary material using CALL instruction on the 3rd grade students of SD Muhammadiyah Manyar GKB developed. The result of this study shows that this product is quite easy in operating. Because this product is in the form of CD-ROM, it just should be

inserted on the CD-ROM and run it. This thesis have some adavantages for teacher and students. There are for teacher , this product perhaps could help in combining the way in teaching English with other ways. It also perhaps could make students motivated in learning English. And, for the students, this product offered new thing in learning English especially vocabularies and also the way to operate computer. It could be fun activity whereas hopefully they would not feel bored in learning English.

The next previous study that conducting with the tittle "An analysis of CALL materials at English education department of University of Muhammadiyah Gresik" was done by Dipo Al Kautsar (2011). He has problem statement there is How do the call materials of call (Computer assisted Languange Learning) match with the call syllabus of English education department in University of Muhammadiyah Gresik? then he found that the CALL course support the students needed to develop the material of English adopted an authentic material and adapted the materials to fit in with the teacher need and students of English.

The last is conducting with the tittle "Developing Material in Teaching Vocabulary Using " LONGTION AUTORUN " For Forth Grade at Elementary School" was done by Anita rachmawati (2012). In this study was designed to be developing material The result showed there were all students try out get scores increased. It could be a proof that this media could be applied to the 4th grade students. That would be new thing for them in learning English Most of the students felt happy could try this media.

Even thought this previous this study is similar but it is different in gain of the data and the strategy in teaching vocabulary. The researcher described developing material in teaching vocabulary using interactive dreamwaver and the researcher use Research and Development design. Related to that study, the researcher tries to find a different way in introducing new vocabulary using different media. This study is to teaching vocabulary in 5th grade in elementary school.