

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer discuss about the theory and the related study that the writer will use for this research and previous study.

2.1 Vocabulary

2.1.1 Definition of Vocabulary

The American heritage dictionary in Pulkuski and Templeton (2004:1) defines vocabulary as “the sum of words used by, understood by, or at the command of a particular person or group”.

According to Hornby (1974:131), vocabulary is a collection of words or phrases and a list of words in a language textbook, usually alphabetically arranged and explained or defined. He adds that vocabulary is a total number of words that make up a language. Vocabulary contains of words to express people’s thought, opinion, or idea.

Webster (2003:1400) has three definitions of vocabulary as follows:

- (1) A list or collection of words and phrases usually alphabetically arranged and explained or defined,
- (2) A list or collection of terms or codes available for use,
- (3) A sum or stock of word employed by a language group, individual or work or in a field knowledge.

Based on those definitions, the researcher concludes that vocabulary is collection of words using by particular person to express their thought, opinion or idea.

2.1.2 The importance of Vocabulary

Vocabulary is one of the elements of language that should be learned and taught. It cannot be denied that it will be hard to master language without mastering and understanding certain numbers of vocabularies. The students can have a good communication if they master vocabularies. They can express their thought, feeling, and idea. In language skills, they can also improve their capability in communication by using vocabulary.

Ur (2009) said that vocabulary is the most important aspect of language to teach. We understand a reading text and make ourselves understood with almost no grammar, but we cannot get anywhere without vocabulary. It is more important than reading strategies for understanding a text. It is also the best single measure of proficiency.

In learning English, vocabulary plays importance role in the four English language skills. In listening ability, vocabulary gives easiness for the learners to comprehend what the person speaks. In speaking and writing, vocabulary gives easiness for the learners comprehend the text. Vocabulary must not be neglected by anyone who learns a language.

Based on the explanation above, it is very important to increase the ability of vocabulary mastery as much as possible. It is important to know a lot of words if we want to make progress in a foreign language. Even if the grammar is

excellent, we will not be able to communicate the meaning without a wide vocabulary.

2.1.3 Teaching Vocabulary

In the early study has been mentioned that learning vocabulary is important because it is used as a symbol to express idea in communication. Because of that, teaching vocabulary in early stage or in the primary school is very essential. Teacher should give certain attention in teaching vocabulary.

According to Wallace in Purwoningsih (2007,17-18), there are six principles on which teaching vocabulary is to be based; they are:

a. Aims

“How many of the things listed does the teacher expect the learner to be able to achieve the vocabulary what kinds of words?” The aims have to be clear for the teacher before they teach vocabulary to the student. (Wallace, 1982:27).

b. Quantity

The teacher has to decide on the quantity of vocabulary to be learned. The decision of the number of new words in a lesson is very important. The actual number still depends on a number of factors varying from class to class and learner to learner.

c. Need

In teaching vocabulary, the teacher has to choose the words really needed by his student. The students should be put in a situation where they have to communicate and get the words they need. (Wallace, 1982:28)

d. Frequent Exposure and Repetition

The teacher should give some much practice and repetition until the students master the target words well. The teacher should give opportunity to the students to use the words in writing.

e. Meaningful Presentation

The students should learn words in the situation in such a way that their meanings are perfectly clear and unambiguous, so the new word should be presented in context not in isolation. (Wallace, 1982:29)

f. Situation Presentation

The students should learn words in the situation in which they are appropriate. From the principle above, in teaching learning process the teacher should be able to identify who is the students, what are their needs, and how should the teacher teach in simple and interesting way. Different age of students indicate that they also have different need and interest.

Haycraft (1978:44-45) in Purwoningsih (2007, 15-16) suggests some guidelines on which the choice of vocabulary can be based on the following:

a) The most common words

It is important to choose the words that are commonly used. It will be easy for students to understand and to memorize.

b) Student's need

If the students want to know a certain words, the teacher has usually taught it because motivation will help them to remember it.

c) Student's language

If the students are from one language group, knowledge of their language can be very helpful. The words that similar in their language and English will be easily learned. For example, the words “glass” will become “gelas”, etc.

d) Word building

It is often useful to choose a word because a general rule can be transformed, for example: work-worker, direct-director, possible-impossible, etc.

e) Cross reference

A lot of words are applicable to different situation or specification. For instance the teacher wants to explain the word “car”, it is worth to have words that are common to other means of transportation, such as bicycle, train, airplane, bus, etc.

f) Related structure

Many structures have their own vocabulary, if the teacher is going to teach a word, they will introduce vocabulary connected with the word.

g) Stated in the classroom

The vocabulary discussed among the students (in the classroom) should be taken from and related to the list of vocabulary advised by the curriculum.

However, it should be noted that the words selected by the teacher make the students become enthusiastic in teaching learning process.

Ur (1996:60-62) stated about what needs to be taught in learning vocabulary:

- A. form: pronunciation and spelling,
- B. grammar,
- C. collocation

- D. Aspect of meaning (1): denotation, connotation, appropriateness.
- E. aspect of meaning (2): meaning relationships,
- F. word formation

From the explanation above, we know that there are many ways to teach vocabulary. We can use the theory depend on the type of our students, the school system, the words that are targeted and many other factors. The choice of the vocabulary to teach is also limited to the learner's need, experiences and interest.

2.2 Multimedia for Teaching and Learning English

As we know that children should live with full of happiness and fun. Therefore, in learning and teaching, especially language teaching, students need interesting and attracted material and educational media. Learning English will be more effective when the students are given many chances to do something in class, especially communication practices through multi-method and multimedia ((PPPPTK) Bahasa & PUSTEKOM Diknas, 2007).

Nowadays, in globalization and modern era, technology cannot be separated from society. Multimedia can be as right media given to interest student in learning English. It is because multimedia technology in English teaching supplies various video, picture, and literal material for students, and they can both auditory and visual channel. Multimedia tends to features several media types includes text, images, sound, video, and or animation (Christopher & David, 2005:39). Today example of media in education and training includes slides with synchronized audio tape, video tapes, CD-ROM, and DVD.

Multimedia in classroom is an attempt to replace mechanical learn with active learning. Students are attracted by the materials or teaching aids brought to class and they are stimulated. Motivation is another key concept in pedagogy. Teacher should try to make every lecture different, this would avoid boredom, and multimedia established it.

By multimedia, some particular word can be learned through sound, picture, and even three dimensional animations. The material could motivate learners to interact for more often than they would in traditional language classroom. Hoogeveen (1995) concluded that several good points by using multimedia in language learning. Firstly, learners respond to multimedia in a complex way and give the feeling of experiencing information instead of simply acquiring it. Secondly, the man-machine is more friendly interaction. Thirdly, students feel more fun from multimedia and learning becomes a happy process.

2.2.1 Custom Animation

Custom animation in Power Point 2007 is used to animate pictures, graphics and charts. Many presenters like to add animation to make their presentations more dynamic. There are four types of animations that can be applied: an entrance effect, emphasis effect, an exit effect, and a motion path effect. Each of these effects has numerous animation styles available to choose from.

Designing an animation in Power Point to contain a number of multimedia elements, including text, graphics, and sound, can add interest and excitement for students learning a particular concept. The custom animation feature in Power Point provides a list of effects that users can apply to objects such as pictures,

text, and other graphics to animate them during a slide show. Whether the user adds a music soundtrack to create a certain mood or different sound effects to reinforce key points, they will further capture the audience's attention and reinforce the message.

When students see still pictures meant to represent animated content, they are challenged with the cognitive task of having to “mentally animate” the content matter. However, well-designed animations can eliminate this mental activity, allowing learners to focus on the educational activity, which in turn leads to a concrete learning experience.

2.2.2 Power Point

As Radanov (2008) explains, “Power Point is a type of presentation software that allows one to show colored text and images with simple animation and sound”. This tool can be shown on a computer screen or using a projector with a large screen for the whole class who can view the same presentation at the same time. Power Point has many features which make it a useful classroom tool. It can save teachers time because the materials that are produced for Power Point can be reused many times. Power Point also allows teachers to vary their teaching methods and break the routine (Ahmed, 2005). Regarding the learners, Power Point is a fun and motivational tool which presents knowledge in an interactive way. Additionally, the different multi-media applications PowerPoint offers can appeal to various learning styles (e.g. visual, auditory and kinesthetic learners). Moreover, Steele & Johnson (n.d) note that using PowerPoint's big screen allows all learners (at the front and back of the class) to see what is being introduced.

They argue that, when used appropriately, it can enhance the teacher's instruction and learners' motivation.

Teaching new vocabulary is much easier using multimedia. Teachers do not need draw on the board or bring real objects to the class any more. The teacher can be standing in front of class and lecturing her or his students using power point presentation. Slides keep the students' interest alive throughout the lecture. The teacher use a computer projector as follow: project the computer screen so whole class can see the spelling and repeat the language several times, so the students can hear the pronunciation. If the picture added, the presentation will be memorable literally. The image will be self-explanatory.

2.2.3 Teaching Vocabulary Using Custom Animation PowerPoint

Johnson states that Custom animation in PowerPoint 2007 is used to animate pictures, graphics and charts. Many presenters like to add animation to make their presentations more dynamic. There are four types of animations that can be applied: an entrance effect, emphasis effect, an exit effect, and a motion path effect. Each of these effects has numerous animation styles available to choose from.

According to Johnson, how to apply a Custom Animation is:

- a. On the "Animations" tab, click the "Custom Animation" button.
- b. Click the "Add Effect" button.
- c. To make the text or object enter the slide show presentation with an effect, select an "Entrance Effect."
- d. To add an effect to text or an object that is on the slide, select an "Emphasis Effect."

- e. To add an effect to text or an object that makes it leave the slide at some point, select an "Exit Effect."
- f. To add an effect that makes an object move in a specified pattern, select a "Motion Path Effect."
- g. To reorder the animations, click the "Reorder" buttons.
- h. To preview the animation, click the "Play" button.

In this research, the researcher wants to use custom animation in PowerPoint 2007 to teach vocabulary in classroom. The researcher wants to use this media to improve students' vocabulary. The researcher opens the PowerPoint 2007. Then, add some pictures that will use to teach vocabulary such as rabbit, cat, dog, etc, write the words related to the pictures' name, and add custom animation to give animation effects to the pictures and words on PowerPoint. After that, the custom animation Power Point is ready to be used to teach vocabulary in the classroom. Finally, the researcher uses custom animation power point to teach vocabulary in the classroom.

2.2.4 The Importance of Custom Animation PowerPoint

Tufte (2003) argues that PowerPoint induces a "cognitive style" that encourages passivity and makes a complex issue seem more simple and clear-cut than it is. Here is a summary of Tufte's criticisms of PowerPoint presentations:

- 1) Power Point encourages simplistic thinking, with complex ideas being squashed into bulleted lists, and stories with beginning, middle, and end being turned into a collection of disparate, loosely disguised points. This may present a kind of image of objectivity and neutrality that people associate with science, technology, and "bullet points".

- 2) Power Point encourages the use of unhelpfully simplistic tables and charts, tied to the low resolution of computer displays and the need for text to be readable by a large audience.
- 3) Power Point's outline format leads presenters to arrange material in an unnecessarily deep hierarchy, itself subverted by the need to restart the hierarchy on each slide.
- 4) Power Point's "click-for-next-slide" mentality enforces a linear progression through the presenters hierarchy of ideas (whereas with handouts, readers could browse and explore items at their leisure);
- 5) By using custom animation, the students are motivated to learn better. The pictures and animation in the power point make the students more focus to guess what the pictures and animation next.

2.3 Cooperative Learning

Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together (Walker, 2002). It also support by Jacobs (1997) that said cooperative learning method share the idea that students work together in group to learn and each of them are responsible to help their teammates in learning the material well as their own.

According to Santoso (1998) in Saputro cooperative learning is a teaching learning activity in small group, where the students learn and work together to get the optimal experience whereas in individual experience or group. Then, Ibrahim and friends (2000) said that cooperative learning is learning that encourages

students to work on a joint task and they must coordinate their efforts to complete the task.

From the explanation above the writer concludes that cooperative learning is learning model which the learners learn in a small group and work together with others in finishing the task given. Cooperative learning involves students working together in pairs or groups, and they share information. They are a team whose players must work together in order to achieve goals successfully. The purpose of cooperative learning itself is to make each member a stronger individual in his or her own right.

Cooperation is not assigning a job to a group of students where one student does all the work and the others put their names on the paper. It is not having students sit side by side at the same table to talk with each others as they do their individual assignment as well. It is not having students do a task individually with instruction that the ones who finish are to help slower students. On the contrary, cooperative learning is a teaching strategy in which small teams, each student in different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of team is responsible not only for learning what is being taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through assignment until all group members successfully understand and complete it. It is also said by Kessler (1992) that Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups in which each learner is held accountable for his or her own learning and it is motivated to increase the learning of other.

Many learning that used cooperative learning model have characteristic as follows: students work in group as cooperative to finish their material; group is formed of students who have high ability, medium and low; member of the group from different racial or ethnic background; and the achievement more oriented to the group than individual.

The essential from cooperative learning itself is the responsibility of individual and group, so each of students created a positive dependence act which leads to an optimal team work. This condition encourages students to learn, work and responsibility earnest until the completion of individual task and group.

Roger and David Johnson said that cooperative learning should include five essential or basic elements. Those are: positive interdependence, face-to-face interaction, individual accountability, interpersonal and small group skill (social skills), and group processing. (Johnson, Johnson & Smith, 1931; 3:16)

- **Positive interdependence**

Each group member depends on each other to accomplish a shared goal or task. Without the help of one member the group is not able to reach the desired goal.

- **Face-to-face interaction**

Promoting success of group members by praising, encouraging, supporting, or assisting each other.

- **Individual accountability**

Each group member is held accountable for his or her work. Individual accountability helps to avoid members from "hitchhiking" on other group members' accomplishments.

- **Social skills**

Cooperative learning groups set the stage for students to learn social skills.

These skills help to build stronger cooperation among group members.

Leadership, decision-making, trust-building, and communication are different skills that are developed in cooperative learning.

- **Group processing**

Group processing is an assessment of how groups are functioning to achieve their goals or tasks. By reviewing group behavior the students and the teacher get a chance to discuss special needs or problems within the group.

Groups get a chance to express their feelings about beneficial and unhelpful aspects of the group learning process in order to correct unwanted behavior and celebrate successful outcomes in the group work.

2.4 Review of Previous Study

Review of previous study is made in order to avoid replication. This study is intended to improve student's vocabulary mastery by using custom animation PowerPoint. Some previous researchers have done some studies about the usefulness of using visual custom animation PowerPoint. The first is a study conducted by Huda Abdul Aziz A-Shizawi Batinah from North Region (2007) entitled "Using Power Point to Teach Vocabulary in Grade 1". In his research, he wants to know whether using Power Point is useful to teach vocabulary in Grade 1". The result of this study is that Power Point can engage learners' interest and thus help make English lessons more memorable.

The second study is “Increasing students’ interaction English vocabulary using interactive CD-ROM and Power Point presentation at class 2nd –C of SD Muhammadiyah 1 Gresik”. It is done by Eka Mei Tasari in 2008. In her thesis, there was only one research problem that tried to be answered, “Do using interactive CD-ROM and Power Point presentation increase students’ interaction English vocabulary at class 2nd –C of SD Muhammadiyah 1 Gresik?” The result of this study showed that using interactive CD-ROM and Power Point presentation can increase students’ interaction English vocabulary at class 2nd –C of SD Muhammadiyah 1 Gresik. The students are interested in studying English vocabulary using CD-ROM and Power Point presentation.

Based on the difference previous study, the researcher wants to conduct the research in different level, grade, and activity. In this research, the researcher wants to study “Using Custom Animation Power Point in Cooperative Learning to Improve Students’ Vocabulary Mastery at Elementary School.