

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Vocabulary

Vocabulary is a collection of words or phrases and list of words of words in a language. Usually, alphabetically arranged or defined. It means vocabulary is a word consists of alphabets which make up a word. Vocabulary is a total number of words which (with ruler for combining them) makes up a language. Vocabulary is the basic symbols which make up any language

In some discussions, 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 more applicable to their language. Vocabulary is the focus of the language (Pyles and John, 1968:96)

Allen and Vallete (1997:149) state that vocabularies is an important factor in all language teaching. Vocabulary is an 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 focus on the teaching vocabulary to the children that is in the fourth graders in the elementary school of MI. Miftahul Ulum Gresik. In the English course book, they study numerous of words which are arrange thematically such as kinds of clothes, Animals, food and others. These themes¹¹ y consist of nouns. Coursebooks for young learner often emphasize nouns because often yong learners do not have literacy skills, so that

the only words that can easily be featured are nouns (Linse, 2005:121). Therefore the students will only focus to the noun words.

The fourth graders have to remember plenty of words. These words will enable them to acquire four skills they will learn. They will need vocabulary to tell a story, to listen what their teacher says and even to write down some short and simple sentence. It is important to help the young learners (the fourth graders) expand their vocabulary through formal and informal instruction. For formal instruction, the teacher teaches 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 is important. It enhances them to master further skills of English in the next level. They learn vocabularies by imitating the teacher. They have to be able to convey vocabularies well as Gale (1966:14) states vocabulary grows through experience. So that they will hear, speak, read and write well by having good vocabulary. Gale (1966:14-15) concludes that there are four ways of studying words:

1. A brief study of the origin, development, and nature of the English language.
2. A study of the origins and development of words.
3. A study of the use of words.
4. A study of the pronunciation, spelling, and inflectional forms of words.

Furthermore, the purpose of vocabulary study is to increase the understanding of the spoken and written word and to develop the ability of communicate effectively.

2.2 Teaching Vocabulary Strategy

Teaching children is quite different from teaching adult. Teaching children need more fun activities and the teacher should be more creative. The method that is used should be varieties and innovative. Studying vocabulary particularly for children is quite different since they will be interfered by his or her mother tongue or current language. Moreover, Allen and

Valette (1977:149) point out that neither younger nor older students have trouble in learning numbers, days of the week, colors, names of objects and the like. To prevent those problems, teacher can use more principles or ways of how to teach vocabulary so that 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 word, teacher should consider the words to teach , they can teach 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 should be able to deal with those types. Experts have given the guidance of how to teach vocabulary. Focus on the most useful vocabulary first, focus on the vocabulary in the most appropriate way, give attention to the high frequency words across the our strands of a course, encourage learners to reflect on and take responsibility for learning (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 ativity.
3. Teach how to use context clues appropriately.
4. Present multiple eposures to ne vocabulary items.
5. Give opportunities for *deep procesin* vocablary items.
6. Teach students to use dictionaries.
7. Have students keep vocabulary noteboks.

There are also some factors that are affect learning vocabulary:

- One of that is the student's interest.
- Students age and maturity
- The method that is used by the teacher
- Facility in the school to support teaching and learning.
- How often the students learn the language
- Social background and economic background of the students.

In the MI Miftahul Ulum, the main factor that is affect student's low vocabulary is the method that is teacher used. The teacher just uses one method, so the students become bored when studying English. The teacher uses GMT method (Grammar Translation Method). Students in this school often find difficulty when learning English, especially when they get new vocabulary. Students difficult to remember the new vocabulary and they really bored along the teaching and learning process.

By applying some ways and principles above, the teacher can get the students into maximum attainmeent. In the other hand, back to the characters of the students that become the subject in this research and macth with the principles of teaching vocabulary, the researcher adopt and addapt an approach of teaching and learning that is called as CTL (Contextual Teaching and Learning).

2.3 Contextual Teaching and Learning

According to some experts, Contextual teaching and learning (CTL) is a holistic learning process and aims to helps students to understand the meaning of teaching materials with it to the context of day to day (the context of personal, social and cultural), so that students have the knowledge / skills are dynamic and flexible to actively constructing their own understanding.

CTL called contextual approach because the concept of learning that help teacher's content associate between the lesson and the real world situation with the students and

encourage students to make the relationship between knowledge held by the implementations in their lives as members of the community. It will make the students, especially young learners to easier understand and remember new words.

The CTL system is an educational process that aims to help the students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, using authentic assessment (Johnson, 2002:25).

Contextual teaching is teaching that enables students to reinforce, expand, and apply their academic knowledge and skills in a variety of- in-school and out-of-school settings in order to solve simulated or real-world problems. Contextual learning occurs when students apply and experience what is being taught referencing real problems associated with their roles and responsibilities as family members, citizens, students, and workers. Contextual Teaching and Learning emphasizes higher-level-thinking, knowledge transfer across academic disciplines, and collecting, analyzing and synthesizing information and data from multiple sources and viewpoints.

From those definitions above, the researcher concludes that the entire have a same concept which can be said an approach of teaching and learning relating the materials and classroom activities to real situation and actual experiences focusing on the learning process leading to creativity, critically thinking, problem solving and being able to apply knowledge in their lives.

2.3.1 Element of Contextual Teaching And Learning

According C-Star group (University of Washington) The element of contextual teaching and learning approach consist of 7 elements, they are:

- a. Constructivism: Flow of learning that require students to prepare and build a new meaning on the experience based on specific knowledge
- b. Questioning: Asked that the activities carried out by both teachers and by students. Questions teachers used to lead, guide and evaluate how students think. Meanwhile, the question exists student is a curiosity.
- c. Inquiry: Cycle in the process of building the knowledge of the concept that originated from the observation, asked, investigation, analysis and theory building.
- d. Learning Community: Study groups or community group that serves as a vehicle of communication for sharing experiences and ideas.
- e. Modeling: Activities demonstrate an act that students can learn or imitate, or do something in accordance with the model provided.
- f. Reflection: See the return or respond to an accident, activities and experiences that aims to identify things that are already known and it has not been made known to be an improvement in the action.
- g. Authentic assessment: Alternative assessment procedures that require students to really show the real capabilities. (Elaine B. Johnson, PH, D, wwwctl.position.com)

Based above the component of contextual teaching and learning, the writer can conclude the student best by learning actively constructing their own understanding. The contextual teaching and learning component making connection is time honored.

Contextual teaching and learning component assure that integrated classes are student centered experiences, accommodate from separate development cultural and background and appeal to variety of interest talents and learning style.

2.3.2 The steps of Teaching Using CTL

The practical steps used the strategy instruction on contextual approach :

1. Link a subject, who want to teach to the student with the success shape in applied a subject.
2. The earlier story a bibliography or finding the success ways who take on a shape in applied a subject.
3. Formulation and show the benefit that clear and specific to the student connect with knowledge (subject) who can teach to them.
4. Efforts in order to knowledge who study in the school can motivation the student to review and especially to connect with real life them.
5. Give a freedom to the student to construct the knowledge who acceptance manner subjective until the student can find self ways natural study who pin with herself.
6. Discover the wealth emotion who there is in herself and let them to express with freedom.
7. Guide them to used emotion in acceptance study or in other activity in school-until the student full meaning (unpurpose in study in school)).

Contextual teaching and learning was designed to help all children learn demanding academic material. There are some steps in contextual teaching and learning process:

1. Become self regulated, active learners who develop individual interests, working alone or in groups. Learn by doing.
2. Make connections between school and such real life contexts as business and community agencies.
3. Perform significant work, work that has a purpose, matters to other, involves making choices, and results in a product, tangible or intangible.
4. Use creative and critical higher order thinking: Analyze, synthesize, problem solve, make decisions, use logic and evidence.

5. Collaborate: Help students work effectively in groups, help them understand how they affect other, help them communicate with others.
6. Nurture the individual: Know, pay attention to, and hold high expectations for each child.
7. Motivate and encourage each student. Students cannot succeed without adult support. Students respect peers and adults.
8. Recognize and reach high standards: Identify demanding objectives and motivate students to attain them. Show them the way to achieve excellence. (Elaine B. Johnson, PH, D, 2000 : 102)

Clearly the practice of connecting academic content with the context of daily life derives much of its strength from its relationship with the other parts of the contextual teaching and learning approach system. Making connections is in itself, however essential to the discovery of meaning. The power of this single strategy arises in part from its capability with the brain's functions and the three main principles that pervade all living systems, including human being and their organization.

2.4 Media

Media is a tool that is used to help teacher in teaching and learning process. Media in teaching and learning process is varieties depend on the teachers' needed. Media is used to support teacher in teaching, so that the student can learn and understood the materials easier.

2.4.1 The Definition of Media

In teaching and learning process, there are several important components that must be fulfilled. Teacher and students are a must. But, there is another component that should be included. It is something that could help teacher in the teaching learning process. It is called a media. Media comes from the Latin "Medium" which means something to deliver the message from the sender to the receiver.

According to Sadiman et al (2002), media is a kind of tools used to deliver information from the sender to the receivers which can attract their mind, feeling, attention, and interest of the students so that the teaching an learning process happened. It means that media can develop the relation between teacher and students in the teaching and learning process affectively.

2.4.2 The importance of media in teaching and learning process.

Teacher should be aware of the use of media in teaching leaning process. Media can be called as teaching aids. Teaching aids can be in many forms. However, teaching aids help teacher much in the teaching learning process. It is designed to help the teacher to save time and energy. Media or teaching aids are effectively used d in the classroom. It gives great contributions in creating good and interesting environment especially in learning language.

2.5 Movie clips

Movie clip is a short piece of film shown separately which is made by software that usually has been existed in windows operating system; windows movie maker. Movie clip in teaching writing is very useful because kind of film will not take a long time to play in the class. It is more efficient in the teaching learning process especially in the teaching vocabulary.

Windows movie maker is one of the applications of Microsoft Windows which is simple to use in import process (transfer the data). It means that the teacher will be easy to make a film become a movie clips with move maker software. It does need long time to apply movie clips as media.

2.5.1 Using movie clips in Teaching Vocabulary

The teaching learning process using video film is more interesting than the usual process. There are some steps that have to be done in order to reach the successful in teaching vocabulary using movie clip. It means that the teacher should prepare all of things before

playing the movie. In this study, teacher should prepare certain films which are related to the material. It is modified by using movie maker software to become movie clips.

Hill (2002: 10-12) states that there are some steps that must be followed by the teacher if she/he deliberately wants to see films in teaching vocabulary:

1. Pick the film based on the lesson topic that the students learned.
2. Explain the new words, difficult words, grammatical point, and pronunciation difficulties that the film introduces to the teacher.
3. Prepare a list of question for the students to answer after seeing the film. Explain these questions and point out the parts that the learners have to look for.
4. Play the film based on the scenes needed by the lesson topic.
5. Show the film for one time to give opportunity to the students to know the material that they want to learn.
6. Give more time to the students to answer the list of questions.
7. Ask the students to answer some questions from the teacher during the revolving the movie.

Those are steps to teach vocabulary by using video. But for CTL itself, there are some steps that have to do. The practical steps used the strategy instruction on contextual approach from <http://haarr.wordpress.com/2010/02/11/ctl-an-approach-on-the-teaching-and-learning-method/> are:

1. Planning for learning in accordance with the mental development (developmentally appropriate) students.
2. Form a study group of mutually dependent (interdependent learning groups).
3. Taking into account the diversity of students (diversity of students).
4. Using questioning techniques (questioning) that enhance student learning, the development of problem solving and higher level thinking skills.

5. Developing the idea that students will learn to be more meaningful if he is given a chance to work, locate, and construct their own knowledge and skills (constructivism).
6. Facilitating discovery (inquiry) so that students acquire the knowledge and skills through self discovery (not by recalling some facts).
7. Developing students' curiosity through questioning (questioning).
8. Creating a learning society (learning community) to build cooperation among students.
9. Modeling (modeling) something that students can imitate to acquire the knowledge and new skills.
10. Directing students to reflect (reflection) of what has been learned.
11. Applying the actual assessment (authentic assessment).

Based on the explanation above, the steps of teaching vocabulary using film by Hill 2002 and the strategy of CTL, the researcher tries to combine both of them because the researcher use CTL as method and strategy to teach vocabulary and use movie clip as the media, so the steps or strategy must be support and match both of those theories. The steps are:

1. The teacher should have prepared the film / movie that want to be used, and then the teacher edits the film using windows movie maker become clips.
2. Connect the student's mind with the topic by tell them what the topic that will they learn and give them some questions related the topic in their real life.
(Constructivism)
3. Ask the students to take attention on the movie and play the movie clips one time without stop it. (Modeling)
4. Give some questions to check the students' understanding. (Questioning)

5. Ask the students to do or bring everything that they have learnt to the reality by acting to imitate the sound, act or show the real things. It depends on the topic of the movie. (Inquiry)
6. Replay the movie clips and stop it several times at the important point to having interactive question and answer action.
7. Play simple game. The teacher acts, imitates the sound or shows the real things to the students, and the students answer the questions, and then ask the students to do the activities just like the teacher and the other students that will answer. (Learning community)
8. Stop the movie and together to discuss about the vocabularies that have just studied in the movie clips. (Reflection)
9. The teacher gives an exercise to the students to check the students' understanding and as assessment for the students. (Authentic assessment)

Those steps included 7 principles of CTL (constructivism, modeling, inquiry, questioning, learning community, reflection and authentic assessment) and also the steps to teaching vocabulary using movie that is stated by Hill (2002: 10-12). The researcher combine both of them to make the teaching and learning process more interested and easier to do by the students in elementary level because CTL itself need high thinking process.

2.6 Teaching Vocabulary 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 to 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 (Boughton, 2003:169)

We 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 means 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 so called motivation. Finocchiaro ((1964:29) recognizes that motivation and incentive are necessary... the environment and the activities of the language classroom should increase the leaner's motivation.

The teacher should make the teaching learning process as interesting as possible to attract their 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 device... more deplorable in view of the fact that they lend themselves so well to that area and can 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. It's visual aspect facilities 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 frustration and failure. Hiddebrand (1992) has indicated that by presenting a lot of things at one time will bring a failure to the teaching learning process.

4. Repetition

Boughtion (2003:170) notice “they love repetition, common to all young children”. Young children can gain new things quickly and easily, but in the same time they 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, is to help students improve their comprehension (Hiebert and Kamil, 200:27)

To achieve that goal and to help students comprehend the vocabularies well, teacher ought thought to repeat the vocabularies frequently and the students have to try reminding what their teacher say about the vocabulary explained. In the other word the vocabulary study should be recycled again so that they can store it in their long-term memory. Again the video as a medium can help the students remind various vocabularies. As Canning-Wilson (2000) said that video offer foreign language learners a chance to improve their ability to understand comprehension input. According to some explanation above, the researcher can draw some conclusions:

1. 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 gave the students chance to store vocabularies they learn by repeating regularly in order to have a good comprehension.

2.6.1 Assessing Young Learners

The term assessment differs from evaluation. Linse (2003) defines assessment as the gathering of information for a specific purpose. In the other hand assessment is the act of collecting information and making judgment on a language learner’s knowledge of a language

and ability to use it. Assessment can be neither explicit nor implicit. When the teacher says that's good as her student does a correct work it is explicit assessment.

Harmer (2001:9) in his book *the practice of English language teaching* reports that teacher has some roles in the classroom. One of them is he/she can become an assessor. As the teacher, we are not merely teach our students materials to learn but also give the feedback for instance answering their question, correcting, and also grading them in various ways. Harmer adds that one of the things that the students expect from their teacher is an indication of whether or not they are getting their English right. Assessing young learners' vocabulary can be done by some activities for instance matches a written word with the picture. For further explanation it can be illustrated as follows.

Assessment is vitally needed for the teacher to know whether or not their students understand the material they have learnt or to measure how far their students' understanding. Some benefits that are important for giving an assessment have been indicated by (Cummins and Davison) language as a tool for communication rather than on language knowledge as an end in itself.

1. Assessment is integrated into the learning process through the use of attainment targets that are directly linked to course content and objectives.
2. Learners are able to obtain useful diagnostic feedback on their progress and achievement since explicit criteria are provided against which they can compare their performance.

2.7 Previous study

Review of previous study is made to avoid unnecessary imitation from one study to another study. Each of them should produce different discussions, because they have different subjects though they have similar titles. The title which is relevant with the writer's thesis is the implementation of movie clips to teach vocabulary to the fifth graders. The similar thesis's

title is written by Sinta Yulita (2003) which entitled “the implementation of animation film (Magic English Video Compact Disc) as medium in teaching English vocabulary for preliminary students. It is an unpublished S-1 thesis of Surabaya State University.

Even though these two studies use the similar medium, that is Video, the research design and the purpose of the study are quite different. She draws three research questions, first, the implementation of video in the classroom, the students’ responses whilst teaching and learning process and the problem faced by the teacher in implementing video. While Sinta Yulita focuses in the problems faced by teacher in the implementation of video, in the contrary, in this thesis the researcher prefers to focus in how to increase students’ vocabulary.

