

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theories

##### 2.1.1 The Definition of Vocabulary Mastery

Vocabulary is one of the language aspects which should be learned. Learning vocabulary is important because we are able to speak, write, and listen nicely we have to know vocabulary first. A person said to know a word if they can recognize its meaning when they see it (Cameron, 2001:75). It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context.

According to Red John (2000: 16) vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test into find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language.

In learning vocabulary automatically we have to know the meaning of words it self and can use it in sentences. Wilkins (1972: 130) states that vocabulary learning is learning to discriminate progressing the meaning of words in the target language from the meaning of their nearest ‘equivalent’ in them other tongue. It is also learning to make the most appropriate lexical choices for particular linguistic and situational context.

Vocabulary mastery is always being an essential part of English. Lewis and Hill (1990: 12) say that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students was get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it).

### **2.1.2 Kind of Vocabulary**

According to Red John (2000:10), there are some words in a sentence and those collections of words include to the vocabulary because vocabulary is a list or collections of words arranged in alphabetical order and explained. Those words could be Noun which is usually used as subject or object, Verb or it is usually used as predicate in a sentence, Adverb etc. The sentence may be further divided according to the functions of each word has in the subject – predicate relationship – each of these functions is classified as a different part of speech.

They are :

#### **1. Noun**

It is one of most important part of speech. It is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. It could be the name of person, place, thing or idea.

Example :

- a. It is **magazine**
- b. There is an **umbrella**

## 2. Verb

it is the word which expresses an action or a help to make a statement.

Example :

- a. Mr. Herman **help** my mom
- b. The students **bring** a magazine

## 3. Adjective

It is the word used to qualify noun or pronoun.

Example :

- a. Mr. Herman is **clever**
- b. This magazine is **expensive**

## 4. Adverb

It is a word used for qualifying the meaning of verb, adjective, or another adverb.

Example :

- a. Mrs. Nurul is teaching in **the classroom**
- b. I go to campus at **nine o'clock**

## 5. Conjunction

It is a word used to relate one word to another one, or one sentence to another one.

Example :

- a. I have to called him **before** I go

- b. Irma **and** I are student at untirta

## 6. Pronoun

It is the word which can take the place of a noun.

Example :

- a. **They** are my lecture
- b. **He** goes to office

## 7. Interjection

It is a word put into a sentence to express a sudden feeling of mind or emotion.

Example :

- a. **Hurrah!** I am the winner.
- b. **Oh my god.** I can't believe it's real

### 2.1.3 Teaching vocabulary

In learning, learners must be master in vocabulary. To improve students' vocabulary, teacher taught the vocabulary in the classroom. According to Emerald (1981: 149), there are some steps in teaching and developing vocabulary to students :

1. Present the word clearly written in a paper or write it on the blackboard.
2. Pronounce the world for the child, making sure that he or she looks at the words as it is pronounced.
3. Have the child pronounce the word, again making sure that the child looks at the word when it is pronounced.



4. Explain the meaning of the word and present the word in written sentence context :
  - a. Read the sentence to the students.
  - b. Have the students read the sentence aloud.
  - c. Have the students identify the word, underline the word and give its meaning.
5. Have the students make a sentence using the word.
6. Have the students look at the sentence and read it aloud.
7. Present the word in isolation again, let the students pronounce it and give its meaning.

#### **2.1.4 Mastery of students' vocabulary**

In learning vocabulary, people was experience development each year appropriate with their age. According to Richard (1989: 177) for native speakers of language. They continue to expand their vocabulary in adult hood. In social role and mode of discourse taking place in adulthood, in vocabulary there is continued development beyond the childhood years with adults constantly adding new words to their vocabulary through reading, occupation, and other activities. The primary period for conceptual development, however, is early childhood.

Measurement of vocabulary knowledge is difficult and it is only approximately. According to Watts (1994) suggest that the average child enters elementary school with a recognition vocabulary of 2.000 words, that at age 7 this has reached some 7.000 words, so at age 10, the child should be able to recognize 10.000 words. According to Mackey (1965: 173) the vocabulary of

adult has been variously estimated at between 10.000 words for non-academic adult to over 150.000 for a professional scientist. College students are estimated to understand some 60.000 to 100.000 words. Berry estimates that for spoken English the average person speaking on a telephone makes use of a vocabulary of only some 2.000 words (Mackey, 1965).

Meanwhile, for Indonesia learners who learn English as one of foreign language that is taught in school, they have limited words or vocabulary that they now or understand of the language. So, they experience low development in expanding the vocabulary.

### **2.1.5 Teaching vocabulary in elementary school**

Vocabulary plays an important role because it appears in every language skills. Vocabulary building is really important in any language learning. It can be conclude that how important the mastery vocabulary is, particularly for people who study. It is enough that everybody who learn a language as foreign language is hoped to know and master the vocabulary to improve the language skills.

Vocabulary is one of the aspects of language besides grammar and pronunciation. Vocabulary is crucial to language acquisition. One of the greatest inhibitors to communication in the target language is the lack of vocabulary. Bernett (1989:60) in Fifi (2012) states that “foreign and second language students repeatedly claim that lack of vocabulary knowledge is a major problem when reading.

Vocabulary can be defined sum or struck of words used by a particular class or person (Burnhart, 1962) in Fifi (2012). It is also the knowledge of words and meaning vocabulary knowledge is not learn objective can be reached in one time, it is something that expanded over the cause of a life time. Longman (1987) in Fifi (2012) state that the vocabulary is a lot of words usually arranged in alphabetic order and with explanation of their meaning less than a dictionary. To enrich the vocabulary, students' need to see the words rapidly in a variety of meaningful and substantive context that demand attention and effort.

According Allen (1997:149) state that vocabulary is very important in a language, when we learn a language like English, we learn the words of language. Student's must continue to learn words as they learn structure as they practice in target language. The vocabulary is needed to master the four skills in English. Through vocabulary, we convey our ideas, emotion, and efficiently. Without mastering it, people was not be able to use English effectively.

### **1) Drill**

Chap Sam Lim (2012), as an instructional strategy, drill & practice is familiar to all educators. It "promotes the acquisition of knowledge or skill through repetitive practice. "It refers to small tasks such as the memorization of spelling or vocabulary words, or the practicing of arithmetic facts and may also be found in more sophisticated learning tasks or physical education games and sports. Drill-and practice, like memorization, involves repetition of specific skills, such as addition and

subtraction, or spelling. To be meaningful to learners, the skills built through drill-and-practice should become the building blocks for more meaningful learning.

## 2) Spelling

According Robinson, J. (2005) definition spelling it self that the rules of how to describe the sounds (words, sentences, and so on) in written form as well as the use of punctuation.

Spelling is defined as the proper way to write a word, using the correct order of letters.

- a. An example of spelling is the spelling of the word "cat" as "C" "A" "T."
- b. An example of spelling is when you actually say or write the letters of the word "cat."

## 3) Pronunciation

“Pronunciation is the way in which a particular person pronounces the word of language” (Whemeler 2003:1057) so, the students should learn about how a word is pronounced.

Pronunciation means how we say words. Most people speak the dialect of standard English with an accent that belongs to the part of the country they come from or live in. Learners of British English commonly hear *RP* (received pronunciation), which is an accent often used on the BBC and other news media and in some course materials for language



learners, but it is also common to hear a variety of regional accents of English from across the world.

How we use spoken stress and rhythm is also an important part of pronunciation. For example, it is important to know which syllables in a word are stressed and how different patterns of stressed and unstressed syllables are pronounced. There are also common patterns of intonation in English which enable us to give special emphasis to particular words, phrases and sentences.

#### 4) **Function**

##### 1. **Noun**

It is one of most important part of speech. It is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. It could be the name of person, place, thing or idea.

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### 2.1.6 Kinds of Teaching Media

One way to support teaching and learning English is by using media. According to Usman and Asnawir (2002) media is defined as instrument to see, hear, talk, and read used in teaching learning process and it can influence the effectiveness of instructional program. Sudjana and Rifai (2000) state that media is something used to help teacher in teaching learning process. Those can be inferred that media is instrument to convey message more concrete and also motivate the students in learning English. Sola (2011) suggests three types of media in teaching vocabulary, they are as follows:

#### a. Visual media

They are media that can be seen. The visual media such as pictures, photographs, flashcards, posters, charts, comic strips, and picture-book can be useful in different ways to serve vocabulary mastery. Their use attracts learners and increases their curiosity. Visuals prove their effectiveness in creating relaxed classroom environment, and revealed that learners' vocabulary levels, especially beginners, have shown development through the integration of these materials.

#### b. Audio media

They are media that has sound to be listened. Audio media such as, tape recorder, music, and songs uses sound and voice to transfer message. These acoustic aids can help teachers introduce new term and define them. Listening to stories, songs, plays can clarify more the meaning of new items, since they are presented in context. Furthermore, these materials do not only provide the meaning of a word, but also its correct pronunciation.

c. Audio visual media

It provides audio and visuals in one media. Audio visual such as, video, television, computer, and OHProjector are more reliable since they serve two important senses: auditory and visual. In this case, learners can see and hear the new words put in context or isolated. The integration of such aids may increase learners' interest and motivation; and help them to memorize new word easily.

### **2.1.7 Definition of YouTube/Video**

Nowadays, when the internet has become more accessible, it is seen by many people as one of the most powerful innovations ever invented, and with good reasons. One of the reasons always advocated for adopting technology of internet is that it leads to efficiency gains. In other words, it helps people do what they already were doing, but faster, cheaper, or easier. The potential of internet is that it can be used as a teaching aid in English language learning. According to Kelsey (2010) YouTube is a website where users are able to upload and share any



videos. It uses Adobe Flash Video technology to display a wide variety of user-generated content, video content, including movie clips, television clips and music videos. It is not necessary for people to register; even unregistered users can watch the videos for free. Meanwhile, YouTube website provides a wide variety of content suitable for English teaching and it should be effectively manipulated by the teachers in the language classroom Dowse (2009).

There are many kinds of media taken from internet which can be used in teaching-learning process. One of them is called YouTube. YouTube is a very popular web video sharing site that lets anyone store videos for private or public viewing. YouTube provides a venue for sharing videos among friends and family as well as a showcase for new and experienced videographers. There are so many kinds and types of video include entertainment, education, advertisement, etc.

The real advantage of YouTube, at least from a language learning point of view, is that it offers authentic examples of English used by people. At the same time, YouTube video enables teacher to attach the students to the real life nature of these videos. By creating context for these short video, students can be helped to explore a world of online English learning possibilities.

Generally, video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. Video is a great resource to use in class and there are an endless number of ways to exploit it to create motivating, memorable classes with a high level of language production. The use of video technologies to

illustrate the educational materials has become much more feasible. Researchers also found that the use of YouTube can improve students' involvement and participation in the classroom and learning strategies (Callow & Zammit, 2012). Berk (2009) argues that the verbal and visual elements provided by the online video clips match the idiosyncrasies of the Net Generation of learners and address their different learning styles.

### **2.1.8 The benefits of Using YouTube/Video**

Basically, students really enjoy watching movies and TV for a variety reasons. For one, they get exposure to natural language in a non-threatening setting. Secondly, movies and video provide common ground to students of any international background.

For all young learners, the use of video gives a useful input in learning English. First, video communicates meaning better than other media. It means that video present language in context in ways that a cassette can't. Learners can see who's (or what's) speaking, where the speakers are, what they're doing, etc. All these visual clues can help comprehension. Second, video represents a positive exploitation of technology. Teenagers, in particular, have a positive attitude toward television and video. It is seen as being modern compared to books.

Tomalin (1991: 48) states that there are some benefits of teaching English using video for learners aged 3 – 8 years old. They are as follows:

- a. Children enjoy language learning with video

One of the aims of teaching English to young learners is to instill in them the idea that language learning is happy experience, and video creates an attractive enjoyable learning environment.

- b. Video is an effective way of studying body language

Younger language learners are still learning about the world around them.

- c. Children gain confidence through repetition

Young children love to hear stories again and again and the same goes for video. By watching a video several times children can learn by absorption and imitation.

### **2.1.9 Teaching Vocabulary Using YouTube/Video**

Video can be a valuable and possibly underused classroom tool. Although, there is always the temptation to simply put a video on at the end of term and let the students watch a film without even challenging them to be actively involved.

According to Sherman (2003: 1), video allow us to introduce any aspect of real life into the language learning environment, contextualizing the learning process. Besides, it can be used in many different instructional settings, from the classroom to online distance learning campuses. The great value of video lies in its combination of sounds, images, and sometimes text (in the form of subtitles), together with the socio-cultural information about habits, traditions, culture, etc. All this makes it a very comprehensible tool for teaching vocabulary to foreign language students.

Furthermore, adapted from Wasis' 6 roles for video (1983: 45), there are four possible roles for video: a) developing listening skills - listening for global understanding, listening for detail; b) to provide information - to provide content relevant to students' needs and interests; c) presenting or reinforcing language-grammar, vocabulary, functions; and d) stimulating language production - video used as a basis for discussion, a model for learners to follow, a visual aid.

Teaching English using video was give a fun atmosphere to the students, especially young learners. They can learn unconsciously while they are watching the film, so that they enjoy language learning. Tomalin (1991: 48) states one of the aims of teaching English to young children is to instill in them the idea that language learning is a happy experience, and video creates an attractive enjoyable learning environment. It means that it is important to make children feel comfort and happy first in order to make language learning run effectively.

Basically, there are two main uses of video have been distinguished: instructional video, specifically created to teach foreign languages, and authentic video materials, such as films, TV series, commercials, etc., originally created for native speakers of the language. Even if it can sometimes be more difficult to handle, it is in fact very functional to use authentic video in the foreign language class, since students can profit more efficiently from this type of input, given its presentation of real (not manipulated) and complete communicative situations, that is what learners really need in real life.

Authentic videos for young learners was often contain a lot of repetition. This is a good lesson for lower levels because students only have to focus on a



minimum of spoken dialogue. Students watch a scene from a film which has lots of things that they can see and therefore write in their vocabulary books.

Talavan (2007: 1) states that students of all levels can benefit from the use of video, since there are always easier video sequences, spoken at a slower rate that can match lower level students' needs. Besides, authentic video has an obvious advantage over conventional audio tapes and the visual dimension that makes understanding easier through gestures and context.

In addition, teaching English using YouTube video was be appropriate to young learners since it provides an entertainment to the students therefore it was not only leads the language learning learnable but also enjoyable.

#### **2.1.10 Procedure of teaching Vocabulary Mastery by Using YouTube Media in elementary school**

Learn and play have a same equation that change the behavior, attitudes and experience, otherwise both of them. There is a difference in the goal and learning activities, it is the purpose that lies in the future. While the activity of pleasure and satisfaction play a goal game at the time when the activity take place. In this model, students were being objects and subjects of education that has potential to develop their talents and capabilities. So, the teacher as a facilitator of learning.

So, in this research, the researcher uses one theory according Wasiam G. Brozo et.al (2004) they noted seven guidelines, gleaned from research studies that should be considered when planning vocabulary lessons:

1. Teach vocabulary in context
2. Emphasize students' active and informed role in the learning process
3. Give students tools to expand word knowledge independently
4. Reinforce word learning with repeated exposures over time
5. Stimulate students' awareness and interest in word
6. Build a language-rich environment to support word learning
7. Encourage students to read widely.

Therefore, by implementing the YouTube media in teaching, indirectly, students should be improved their knowledge of English vocabulary. At least it was be raised their self-confidence for expressing themselves openly, especially in vocabulary knowledge. Students can share their knowledge and experience from others, including respectful listening and appropriate sharing of personal perspectives. Students also reported that their understanding of concepts were expressed and considered, at least we hope students can do not only in developing their vocabulary but also they are able to practice either in reading or understanding of meaning of words.

So, in teaching vocabulary by using YouTube/Video mean that:

- 1) The researcher teach the students about the meaning of word by the video and picture.

- 2) If the already seen the video and picture the student was know about the vocabularies.
- 3) So, it make the students vocabulary has an increasing before by the teaching and learning process. The student become know and understand about the learning of English vocabulary.

According to Kasihani K.E Suyanto (2010) the teaching of vocabulary can be done through for stages, they are:

a. Introducing

The teacher introduces the new words with the clear and right pronunciation. The teacher can use picture or concrete noun.

b. Modeling

The teacher gives examples by acting as a model.

c. Practicing

The teacher trains the children to imitate and practice.

d. Applying

The children apply in exact situation with the teacher's help.

Based on the theories, the researcher use Kasihani K.E Suyanto (2010)' theory. In this research, the research plans to use YouTube media toward students' vocabulary mastery of the fifth grade at SDN 129 Pekanbaru.

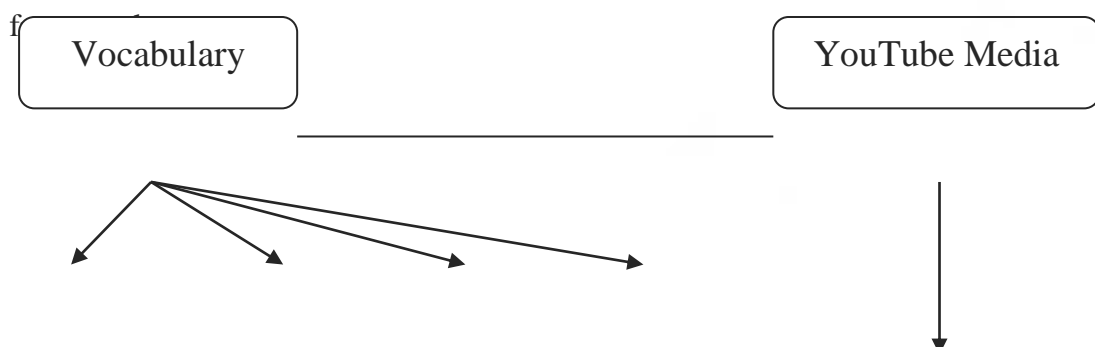
## 2.2 Relevance Studies

Woro Widiastuti (2011) in her thesis “ENRICHING STUDENTS’ VOCABULARY USING THEME BASED YOUTUBE VIDEO (A Classroom Action Research to the Fifth Grade Students of SD Negeri I Baturetno, Wonogiri in Academic Year 2009/2010)”. This study aims to identify: (1) whether or not and to what extent YouTube video can enrich students’ vocabulary and (2) to describe the situation when YouTube is applied during the teaching-learning process.

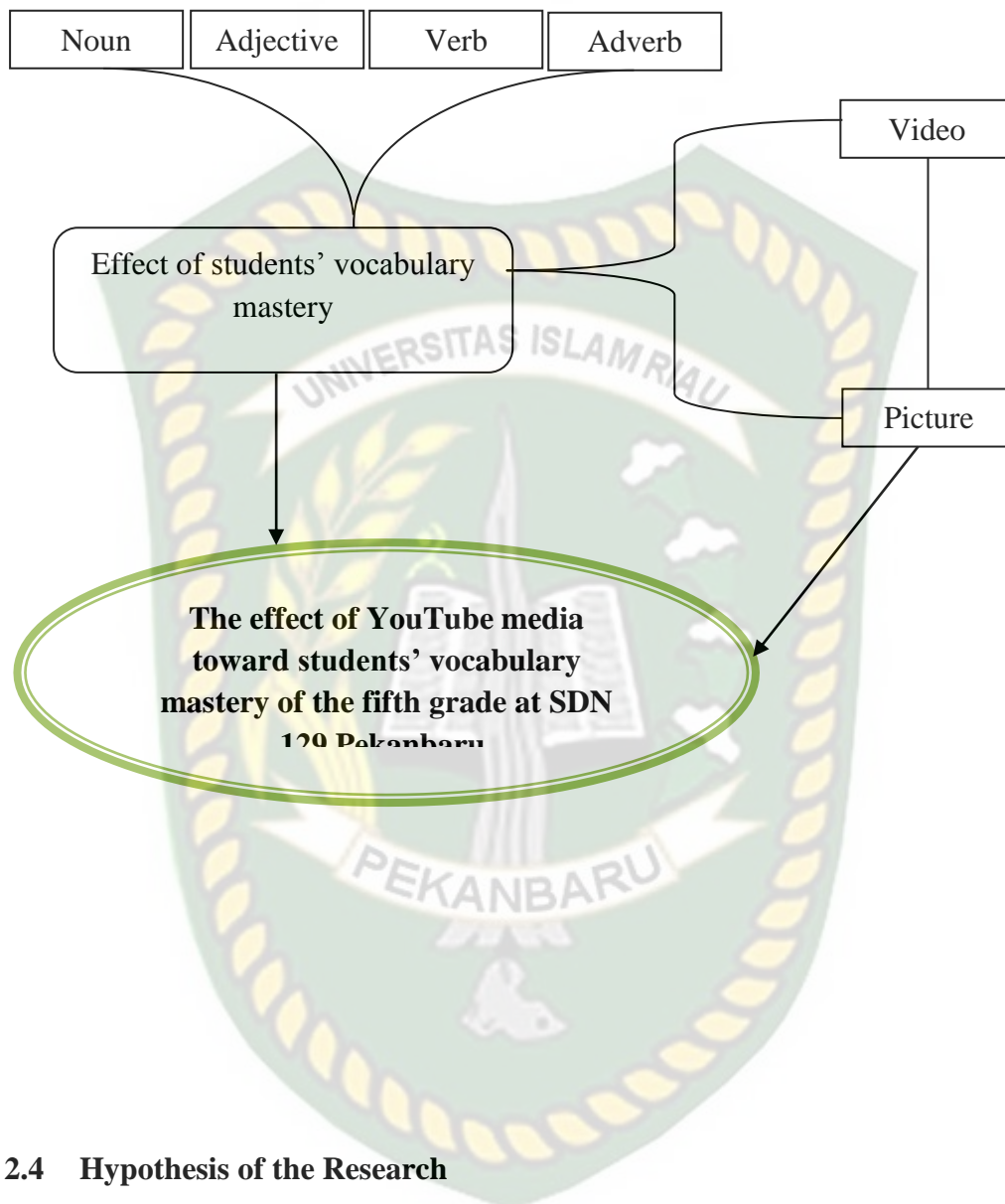
Raniah Kabooaha & Tariq Elyas (2018) in their journal “The Effects of YouTube in Multimedia Instruction for Vocabulary Learning: Perceptions of EFL Students and Teachers”. The present study sought to examine the improvement in vocabulary comprehension and retention of Saudi English as foreign language female students at King Abdul Aziz University as a result of integrating YouTube in their reading classes. The study also investigated the perceptions of both students as well as teachers towards the inclusion of YouTube on the development of vocabulary.

## 2.3 Conceptual Framework

In the conceptual framework, the researcher showing the direction of the study on the problems to be investigated. These are below the conceptual







## 2.4 Hypothesis of the Research

Base on the consideration of the theory and real condition in the field as well, in this study, the writer would like to state hypothesis as follow:

### **Alternative Hypothesis (Ha)**

There is a significant effect of YouTube media toward students' vocabulary mastery of the fifth grade at SDN 129 Pekanbaru

### **Null Hypothesis (H<sub>0</sub>)**

There is no significant effect of YouTube media toward students' vocabulary mastery of the fifth grade at SDN 129 Pekanbaru



Dokumen ini adalah Arsip Miik :

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