

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Review

##### 1. Teaching English Vocabulary

###### a. The Definition of Vocabulary

Vocabulary is one of the components of a language, beside sound system, grammar, and culture. Students who want to learn a target language, in this case English, of course have to learn those components, because by using vocabulary someone can convey any messages and be able to communicate with other.

Hornby defines vocabulary as:

- 1) The total number of words in language.
- 2) All the words known to a person or used in particular book, subject, etc.
- 3) A list of words with their meanings, especially one that accompanies a text book in a foreign language.<sup>1</sup>

There are some experts that define vocabulary. First, Richards defines “vocabulary is one of the most obvious components of language and one of the first things applied linguists, turned their attention to”.<sup>2</sup> Second, Penny Ur explains that “vocabulary is the words which we teach in foreign language”<sup>3</sup> Third, Finnochiaro explains that “vocabulary is divided into active vocabulary and passive vocabulary”<sup>4</sup> Active vocabulary refers to the words in which the students can understand and pronounce the words correctly and

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<sup>1</sup>A S Hornby, *Oxford Advanced Learner's Dictionary*, (Oxford: Oxford University Press, 1995), p. 1331.

<sup>2</sup>Jack C Richards, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p. 4.

<sup>3</sup>Penny Ur, *A Course in Language Teaching*, (United Kingdom: Cambridge University Press, 1998), p. 60.

<sup>4</sup>Mary Finnochiaro, *English as a Second Language: From Theory to Practice*, (New York: Regent Publishing Company, Ltd, 1974), p. 73.

use them constructively in speaking or writing. On the other hand, passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or writing.

Based on the definitions above, it can be concluded that vocabulary is stock of word, written or spoken that have meanings, which are used to communicate between one people to another.

Cameron says that a major resource for language teaching terms are the development of words, the meaning and the links between them will be covered under the term vocabulary.<sup>5</sup> It means that vocabulary plays an important role in language teaching, especially in English language teaching.

Consequently teaching vocabulary is important for teaching English as a foreign languages preparation component that support the language skills.

#### **b. The Kinds of Vocabulary**

There are some opinions about kinds of vocabulary. One of them is proposed by Scott Thornbury. There are two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.<sup>6</sup>

- 1) Receptive vocabulary refers to the words which learners know when they listen and read or the words they know when learners receive from another. Receptive vocabulary can be called as passive vocabulary. Some ways to increase the receptive vocabulary ability, making some notes of the words and finding out the synonyms and antonyms, another way is looking in the dictionary.

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<sup>5</sup>Lynne Cameron, *Teaching Language to Young Learners*, (New York: Cambridge University Press, 2001), p. 94.

<sup>6</sup>Scott Thornbury, *How to Teach Vocabulary*, (London: Longman,2002), p. 15.

- 2) Productive vocabulary refers to the words which learners use when they speak or write, and it is called as active vocabulary. To increase this productive vocabulary ability, the learners should try much their speaking and writing.

### c. Some Techniques in Teaching Vocabulary

Techniques are way of doing something, especially one that needs special skills.<sup>7</sup> Brown defined technique is any of a wide variety of exercise, activities, or tasks used in the language classroom for realizing lesson objectives.<sup>8</sup>

There is relationship among teaching approach, method, and technique. An approach is a set of assumptions dealing with the nature of language, learning, and teaching. Method is describing an overall plan for systematic presentation of language based upon a selected approach. Technique is the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.<sup>9</sup>

Ruth Gaims and Stuart Redman mentioned some techniques of vocabulary teaching, there are mime and gesture, visual aids, verbal explanation, and contextual guesswork.

#### 1) Mime and Gesture

In this technique, the teacher can use real object and command. In real object, the teacher can use something available in the classroom such as door, blackboard, chalk, clock and so on. In using command, a teacher can give command such as open the window, open your book, etc. Another example is teaching part of body, a teacher can give command such as raise your hand, put your left hand on your head, etc.

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<sup>7</sup>A S Hornby, *Op cit*, p. 443.

<sup>8</sup>H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> Ed, (San Fransisco: Longman, 2001), p. 16.

<sup>9</sup>Jack C Richards, *Approach and Method in Language Teaching*, (New York: Cambridge University Press, 2001), p. 19.

## 2) Visual Aids

In this technique, the teacher can use pictures, photographs, flashcards, and blackboard as the visual aid. One of the visual aids that possibly used is blackboard. It is a writing the word and their meaning on the blackboard but there are undersized results.

Pictures for vocabulary teaching come from many sources. It can be from the magazine, newspaper or the students' handmade. Pictures can be used to explain the meaning of vocabulary items. The meaning of vocabulary is in the students' mind before he is given the English word because he can understand it from the picture drawn.

## 3) Verbal Explanation

In this technique, a teacher should select and provide words that will be taught based on the students' level, the aim and the time allocated. A teacher can explain the synonym, antonym and definition of the words. The use of this technique is often a quick and efficient way of explaining unknown words, but usually the students become bored in teaching learning process.

## 4) Contextual Guesswork

In this technique, the students learn vocabulary from a text. The students can understand the meaning of difficult words from a text through deducing meaning from context, deducing meaning from form, word association and word formation.<sup>10</sup>

According to Kasihani, there are many techniques in teaching vocabulary at Elementary School, among others are listen

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<sup>10</sup>Ruth Gaims and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, (New York: Cambridge University Press, 2003), p. 73.

and repeat, listen and do, question and answer, in-pair, and group discussion.<sup>11</sup>

1) Listen and repeat

The technique is useful for teaching pronunciation to the students. In teaching new vocabulary, the teachers can use flashcard as a medium to support the teaching learning.

Example: Teacher : “Listen and repeat”

It’s a book.

Students : It’s a book.

2) Listen and do

In teaching process, the teachers say an utterance or instruction and the students must listen clearly and then the students give the respond by doing what the teachers say.

Example: Teachers : “Open your book!”

Students: (All the students open their book).

3) Question and answer

This technique is useful for teaching speaking and reading. First, the teachers ask and give sample of question to the students. Then, the students repeat the teachers’ question and answer.

Example: Question : Are you sleeping?

Answer : Yes, I am.

4) In pair

The technique is used to teach the students how to interact and communicate with other people. This technique must be done by two students and then asking and answering questions each of them.

Example: Student A: May I use your pencil!

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<sup>11</sup>Kasihani K. E Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2008), pp. 88-93.

Student B: Yes, of course.

5) Group discussion

This technique gives some advantages to the students, they are: learn how to appreciate their classmates and learn how to listen their classmates opinions. In practicing this technique, the teachers give a problem to the students and the teachers ask the students to solve the problem.

**d. The Principles for Teaching Vocabulary**

A principle is beliefs and theories that teacher should concerning effective approaches to teaching and learning and which serve as the basis for some of their decision making.<sup>12</sup> Teacher's principles are an important aspect of their belief systems, and may be a result of teaching experience, training, or their own experiences as learners.

There are principles of teaching and learning vocabulary. Wallace mentions these principles as aim, quantity, need, frequent exposure and repetition, meaning presentation, and situation presentation.

1) Aim

In teaching and learning process the teacher has to be clear about his aims. He has to decide on what is involved in learning. He also has to decide the words that should be mastery by his students.

2) 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. If there are too

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<sup>12</sup>Jack C. Richard, et. al., *Longman Dictionary of Language Teaching and Applied Linguistic*, (Malaysia: Pearson Education, 2002), 3<sup>rd</sup> Ed, p. 418.

many new words, the learners may become confused, discouraged and frustrated.

3) Need

In teaching vocabulary, the teacher has to choose the words really needed by his students in communication. The students should be put in a situation where they have to communicate and get the words they need.

4) Frequent exposure and repetition

It means that the teacher should give so much practice and repetition that his students master the target words well. He also should give opportunity to the students to use the words in sentence written or speaking.

5) Meaning presentation

In teaching vocabulary, the teacher should presents the target words in such a way that they meaning perfectly clear and unambiguous. Therefore the new words should be presented in context not in isolation.

6) Situation presentation

The teacher should tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are speaking and depends on the person to whom they are speaking.<sup>13</sup>

Those principles of teaching vocabulary are to reach the target language. However, the teacher should consider vocabulary selection when they teach vocabulary.

**e. The Mastery of Vocabulary**

Actually there are two kinds of vocabulary mastery. One may have receptive or passive vocabulary another one may have

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<sup>13</sup>Michael J. Wallace, *Teaching Vocabulary*, (London: Heineman Education Books, Ltd, 1982), pp. 27-30.

productive or active vocabulary. The receptive vocabulary is the vocabulary which one knows its meaning and usage in certain context, while the productive vocabulary is the vocabulary which he knows and uses actively to express his ideas, opinions and feelings in communication. Sometimes one uses his receptive vocabulary that he knows the meaning in communication.

We may curious to know the requirements of vocabulary mastery. Wallace says that to master or to fully know a foreign language word, it is expected that learner are:

- 1) Able to recognize it in its spoken and written forms.
- 2) Able to recall it at will.
- 3) Able to relate it to appropriate objects or concept.
- 4) Can use it in the appropriate grammatical forms.
- 5) Is able to pronounce it in recognize way.
- 6) Knows in what ways it can combine with other words.
- 7) Knows the relation between the word and other words.
- 8) Is aware of its connotation and association.
- 9) Can use it in appropriate situation.<sup>14</sup>

Vocabulary proficiency affects the students' reading, speaking, listening and writing. Therefore vocabulary mastery is a necessity. Because of their lack of vocabulary people cannot communicate their ideas as clearly as they would like to and cannot graphs the ideas transmitted to them. Their speaking, listening, reading and writing abilities are hampered by their limited vocabulary.

#### **f. Some Methods in Teaching Vocabulary**

A method is describing an overall plan for systematic presentation of language based upon a selected approach.<sup>15</sup> As

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<sup>14</sup>*Ibid*, p. 27.

<sup>15</sup>Jack C Richards, *Op.cit*, p. 19.

vocabulary development is an important aspect of language development, to develop vocabulary teachers should facilitate vocabulary learning by teaching learners useful word and teaching strategies to help learners to figure out meanings on their own.

There are various methods in teaching vocabulary in a language classroom:<sup>16</sup>

1) Realia

This word refers to the use of real objects in classroom, such as postcard with book, pen, schoolbag, vegetables and everything that teacher can bring it to the classroom. The teacher may also use classroom environment: a chair, a table, a board, and the things in the classroom that can be touch. However, realia is a vital part in presenting vocabulary at the beginners' level, where pupils learn words using concrete.

2) Picture

This is incredibly efficient for facilitating of learning process to the children. And picture may be the most useful "aids" in language teaching, since they are used in different ways. For example teacher can teach the students name of animals merely throughout showing them pictures of animals. The aids can be pictures, blackboard drawings, wall pictures, charts, photos from magazines. Those "aids" are used to explain the meaning of words or to create a situation and concept

3) Mime and Pantomime

It can be do with the help of gestures and facial expressions and also through actions. This is useful for explanation of the actions and grammar items, such as: jumping, writing, angry, smile, etc.

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<sup>16</sup><http://www.tesol-ua.org/tesol-essentials/teaching-methods/teaching-vocabulary-methods.htm>, retrieved on 15 Augustus 2009.

Mime, action is a great fun for children who like acting and moving very much.

4) Context

Sometimes is it a good technique when it comes to explain abstract words such as happiness or lucky or to go on a trip. Use the words in a real environment or context. For the teacher do not forget to help the students to find out the helpful strategies to memorize the words. Give them some appropriate exercises according to their capability of consolidating what they learn. At the same time, try to motivate them and stimulate their interest.

5) Playing

If the students are kindergarten children, teachers try to teach them throughout playing. Use numerous educational games popular today with children. Try to make your lesson lively and interesting with the help of showing the children some pictures, telling them easy and interesting stories, and so on.

6) Start with Irregular Verb

Teacher make the students memorize much needed words, starting with irregular verbs then nouns, adjectives and so on. Everyday learnt with them 3 to 5 words. When they had memorized enough words made a test. Remind and test them at every chance.

7) Last pages

The teacher suggests the students to use the last pages of their notebooks to create their own glossary, using the words that are interesting for them or the ones that they actually want to include in their everyday vocabulary. It gives them autonomy to choose and to be more active in the process of learning.<sup>17</sup>

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<sup>17</sup>*Ibid.*

## 2. Teaching Concrete Noun at Elementary School.

### a. Word Classes.

In acquiring foreign language, the young students should learn an easy word. To make them easier in learning new language, the teacher may teach them an easy word. Firstly, the teacher can teach the students by using the real things or object. Then the teacher can be continue with the difficulty word. From the steps above, students more understand and can communicate with other. Before the teacher give more explanation about the words, she may explain about the word classes. Here, there are eight word classes that taken from the book entitles *English Grammar*, there are:

#### 1) Noun

A noun is a word used as the name of anything, a person, an animal, an object, a place, a situation, a quality or an idea.

Example : They see **a tiger** in the zoo.

**Jakarta** is the capital city of Indonesia.

#### 2) Pronoun

A pronoun is a word used as a substitute for a noun.

Example : **This** is my car.

I like the person **who** is diligent.

#### 3) Verb

A verb is a word that tells of an action or state of being and the time of when it is.

Example : We are **walking** to school.

Karim **had** a good idea.

#### 4) Adjective

An adjective is a word that qualifies a noun or pronoun by describing it.<sup>18</sup>

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<sup>18</sup>The Syllabus Team of KMI Modern Islamic Boarding School "Darussalam", *English Grammar*, (Ponorogo: Darussalam Press, 1422H), pp. 1-2.

Example : Harun is a diligent boy.

Here is our room.

#### 5) Adverb

An adverb is a word that modifies or describes a verb, an adjective, or another adverb.

Example : This room is very large.

The driver drives more slowly.

#### 6) Preposition

A preposition is a word placed before a noun or pronoun to show its relationship to some other words in a sentence.

Example : After swimming I felt cold.

The book is on the table.

#### 7) Conjunction

A conjunction is a word used to connect one word to another word, or one sentence to another sentence.

Example : He has breakfast before he goes to school.

She is intelligent but lazy.

#### 8) Interjection

An interjection is an exclamatory word or phrase to express a sudden feeling of mind or emotion.<sup>19</sup>

Example : Oh, look at the time!

Well, you must go now!

### b. Noun

#### 1) The Definition of Noun

A noun is a word used as the name of anything – a person, an animal, an object, a situation, a quality or an idea.<sup>20</sup>

According to Azar and Barbara that nouns are the basic tools for giving names to things and concepts; therefore, learners

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<sup>19</sup>*Ibid*, p. 2-3

<sup>20</sup>*Ibid*, p. 1

need to control a large vocabulary of noun as well as associated words such as pronoun, adjective, and preposition.<sup>21</sup>

In addition, Hornby says that noun is a word used to name or identify any of a class of things, people, places or ideas, or a particular one of these.<sup>22</sup>

Based on the definitions above, it can be concluded that noun is a word which is used to name or identify a person, place, thing, idea and condition.

According to the shape of noun, noun divided into two part namely concrete noun and abstract noun.<sup>23</sup> Here, the researcher will describe about concrete noun.

## 2) The Definition of Concrete Noun.

Concrete noun is noun that can be seen, felt, touched, and tasted by our five senses.<sup>24</sup>

According to Frank, concrete noun is a noun which names anything (or anyone) that you can perceive through your physical senses: touch, sight, taste, hearing, or smell.<sup>25</sup>

Concrete noun refers to the things which can be touched or seen as distinct object. For example, relating to elementary material.

### a) Animals

◇ Rhinoceros	◇ Elephant
◇ Lion	◇ Peacock
◇ Cheetah	◇ Giraffe
◇ Deer	◇ Ostrich

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<sup>21</sup>Betty Scramper Azar and Barbara F Matthies, *Fundamental of English Grammar*, (USA: Prentice Hall Regents, 1995), p. 54.

<sup>22</sup>A S Hornby, *Op cit*, p. 791.

<sup>23</sup>Rudy Hariyono, *Complete English Grammar*, (Surabaya: Gitamedia Press, 2002), p. 13.

<sup>24</sup>*Ibid*, p. 14.

<sup>25</sup>Frank M, *Modern English a Practical Reference Guide*, (New Jersey: Prentice Hall. Inc., Englewood Cliff, 1972). p. 6.

## b) Part of Body

◇ Neck	◇ Knee
◇ Teeth	◇ Elbow
◇ Hair	◇ Shoulder
◇ Eye	◇ Finger
◇ back	◇ Nose

## c) Foods

◇ Barbeque	◇ Bread
◇ Pasta	◇ Fried bread
◇ Seafood	◇ Steak
◇ Cheese	◇ Chocolate
◇ Hot dog	◇ Hamburger

## 3) Kind of Concrete Noun.

There are many kind of concrete noun:<sup>26</sup>

## a) Proper Noun

A proper noun is a word that stands for name of person, country or any particular names which begun with capital letter.

Example : Zainab listens to the radio.

Jakarta is the capital city of Indonesia.

## b) Common Noun

A common noun is a word that denotes no one thing in particular, but it is common to any number of the same kind.

Example : Every one has to love his country.

Take your book please!

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<sup>26</sup>The Syllabus Team of KMI Modern Islamic Boarding School “Darussalam”, *Op.cit*, pp. 6 – 9.

c) Material Noun

A material noun is a word that denotes the matter, or substance of which things are made.

Example : The fish lives in water.

Salt is necessary to live.

d) Collective Noun

A collective noun is a word denotes the group of collection of multitude taken as one complete whole.<sup>27</sup>

Example : The army made the ceremony.

Those are navy.

### 3. Teaching English at Elementary School

#### a. Teaching English Vocabulary at Elementary School

In teaching of English vocabulary to elementary students, they are expected to have the skills of language in simple English. In other words, the teaching of English aims at giving introduction to the language, which means that the teaching processes have to utilize the existing context of situation. Teachers have to do this because teaching English to children is different from adults, especially in vocabulary teaching. Teachers should try to give as clear as possible the explanation of the meaning of the words being taught by using the media.

One of the goals in teaching vocabulary at elementary school is to introduce simple English patterns with simple vocabulary. So, teachers have to be careful in choosing words for their students. Teachers should choose and apply some technique which is suitable with students' needs and the curriculum. In other words, new vocabulary item should always be introduced in familiar or known structures. Besides, Finocchiaro suggest that the new

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<sup>27</sup>*Ibid.*

vocabulary item should be presented in situations which classify their meanings.<sup>28</sup>

Teaching English to young learners is full of fun, and it is not easy. There for the activities that teacher gives to the students should be simple in order to make them understand in learning English. There are some activities that can be done especially when teaching at 7 – 12 year olds:<sup>29</sup>

- 1) Encourage them to read in English such as stories, reading games, comics, etc.
- 2) Encourage them to work meaning out for themselves.
- 3) Explain thing about language, but only simple things.
- 4) Use a wider range of language input as their model for language use.
- 5) Encourage creative writing and help them to experiment with language.
- 6) Explain your intentions and ask them to help with organization of activities.

By employing some activities above, it can help the teacher to manage classroom activities well and the students feel enjoy in the class.

#### **b. The Characteristic of Elementary School**

Teaching elementary school students is not as the same as teaching adults because they have different characteristics. Elementary school students still love to play and learn through their hands, eyes, and ears. They are enthusiastic in learning process when teacher uses media, e.g. VCD teaching module. The young learners, especially the elementary school students, learn a language through their daily activities like playing games, touching new things, and

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<sup>28</sup>Mary Finnochiaro, *Op.cit*, p. 18.

<sup>29</sup>Mary Slattery and Jane Willis, *English for Primary Teacher*, (New York: Oxford University Press, 2001), p. 5.

seeing something new. It is line with Mary Slattery and Jane Willis that the characteristics of students in elementary school are:<sup>30</sup>

- 1) They are learning to read and write in their own language.
- 2) They are developing as thinkers.
- 3) Understand the difference between the real and the imaginary.
- 4) They can plan and organize how best to carry out an activity.
- 5) They can work with others and learn from other.
- 6) They can be reliable and take responsibility for class activities and routines.

While according to Harmer, young children especially those up the age of nine or ten have some light of characteristics as follows:<sup>31</sup>

- 1) They respond to meaning even if they do not understand individual words.
- 2) They often learn indirectly rather than directly, that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
- 3) Their understanding comes not just from explanation, but also from what they see and hear and crucially, have a chance to touch and interact with.
- 4) They generally display an enthusiasm for learning and a curiosity about the world around them.
- 5) They have a need for individual attention and approval from the teacher.
- 6) They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.

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<sup>30</sup>*Ibid*, p. 5.

<sup>31</sup>Jeremy Haremer, *The Practice of English Language Teaching*, (New York: Longman, 2002), p. 38.

- 7) They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

In general, the fourth graders of elementary school students are the children at the age between ten up to twelve years old which are enthusiastic to know and learn everything. On the other hands, they also have short attention concerning those characteristics; therefore elementary school students need a specific guide to learn. Moreover, teacher needs to make their teaching activity to be more interesting.

#### 4. The General Concept of Media

Teaching media is needed in the teaching learning process to help students become active. According to Hornby media is the main means of communicating with large numbers of people, especially television, radio and newspaper, the mass media.<sup>32</sup> In addition, according to Gerlach and Ely as quoted by Azhar Arsyad said that medium is any person, material or event that establishes condition, which enable learners or students to acquire knowledge, skills and attitudes.<sup>33</sup> And then according to Mahmud Yunus and Muhammad Qosih Bakar explain that media is:

وَسَائِلُ الْإِيضَاحِ هِيَ كُلُّ مَا يَسْتَعْمَلُهُ الْمُدْرِّسُ مِنَ الْوَسَائِلِ لِيَسْتَعِينَنَّ بِهِ عَلَى تَفْهِيمِ تَلَامِيذِهِ مَا قَدْ يَصْعَبُ عَلَيْهِمْ فَهْمُهُ مِنَ الْمَعْلُومَاتِ الْجَدِيدَةِ.<sup>34</sup>

Media is anything that used by teacher as a device to help students' understanding from the difficulty in understanding the new knowledge.

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<sup>32</sup> A S Hornby, *Op.cit.*, p. 727.

<sup>33</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2003), p. 3.

<sup>34</sup> Mahmud Yunus & Muhammad Qosih Bakar, *At-Tarbiya wa Ta'lim Juz Awwal C*, (Ponorogo: Darussalam Express, 1982), p. 25.

Based on those definition, it can be summed up that media is everything which is used to channel information from the sender to the receiver so that it can stimulate learning process to get knowledge, skill and also certain attitude.

There are mainly three major categories of media:<sup>35</sup>

a) Audio

Audio media is a media that uses sound and voice to transfer message or can be listened.

b) Visual

Visual media is a media that would captivate visual sense eyes mostly. It can be in the form of picture, moving picture or animation, flashcard, etc.

c) Audio Visual

Audio visual media is a media that have sound and picture.

Nowadays, teachers still depend on teaching tools to make their teaching effective and interesting. In some respects, our modern teaching tools are more sophisticated than the teaching tools used by the teacher in earliest time, such as film, chart overhead projectors, film strips, slider graphs, projectors, tape, television, and flannel board may have some functions and contribute to teaching learning process.

Those media are useful for the teacher to achieve the instructional goals of teaching and learning process and they can also be found in our daily lives. VCD is one of the media that is common and it can be a media in this research includes an audiovisual media that means containing sound and picture. Through this media, students not only hear but also can see the picture. To encourage or stimulate students in teaching and learning process, some techniques are needed to create better condition including using media.

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<sup>35</sup>Listyaning Sumardiyani and Zulfa Sakhiyya, *Speaking for Instructional Purpose A Handbook*, (Semarang: IKIP PGRI Semarang PRESS, 2007), pp. 48-59.

In general, media has some advantages such as: (1) to simplify a language learning process, (2) to decrease the use of mother tongue, (3) to inspire students motivation in learning, (4) to explain the new concept for students understanding when they get some difficulties, (5) to improve learning English language, (6) to make learning process become interest and interactive.<sup>36</sup>

Media can help the teacher draw his students' interest and engage the students' motivation if the teacher can choose and use the media properly. If the students are motivated, they will learn hard. Azhar Arsyad suggested six principles of media selection. They are:<sup>37</sup>

- 1) The content of media must have significant relation with the lesson.
- 2) The use of media contributes to the teaching and learning process significantly.
- 3) The cost or money spent is in accordance with the educational result derived from its use.
- 4) In choosing an audio visual media a teacher should take into account the environment or school where he or she teaches.
- 5) A teacher should think whether the media has been tested to certain students and consider if the tested students are similar to the students whom he or she teaches.
- 6) There are data providing that the students learnt accurately through the use of the media.

##### **5. Multimedia VCD as a Media in Teaching Vocabulary to Elementary Students.**

It is necessary to learn vocabulary whenever a learner comes into contact with a new language and try to use it. However, studying language causes some problems. Because many students consider learning vocabulary is a boring activity, teacher should keep looking for

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<sup>36</sup>Kasihani K. E Suyanto, *Op.cit*, p. 101.

<sup>37</sup>Azhar Arsyad, *Op.cit*, p. 72.

way to make learning vocabulary easier and more pleasant. For that reason, the teacher should use appropriate technique and media.

Teaching English as the foreign language for Indonesian students is not easy. The teacher is asked to use a suitable technique or media to teach effectively because effective teaching is the basic factor for the success learning process including learning vocabulary. The use of media is very important and also helps students more understand the message which the teacher gave them.

In other words, any special factors which help teachers to select appropriate media should be used. Many kinds of media such as pictures, tape recorder, radio, television, and computer etc are useful for teachers to achieve instructional goals of the teaching learning process and they can also be easily formed in our daily lives.

Here the researcher uses the audiovisual material. It is a computer, television and video compact disc as media to motivate the students in learning vocabulary.

According to Hackbatrh as quoted by Winarno and Abu Yasid (eds) in their book *Teknik Evaluasi Multimedia Pembelajaran* :”Multimedia is suggested as meaning the use of multiple media for mats for the presentation, including texts, still or animated graphics, movie segments, video and audio information”.<sup>38</sup>

From the definition above the researcher concludes that multimedia is the use of several different types of media for single purpose, e.g. as in a video that use film, audio, sound effects and graphic images. Multimedia VCD is one of several media in teaching. Actually, teaching learning process is a communication process. It has to be realized through conveying activity and changing message by the teacher or students.

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<sup>38</sup>Winarno and Abu Yasid (eds.), *Teknik Evaluasi Multimedia Pembelajaran*, (Genius Prima Media, 2009), p. 6.

According to Harmer there are many reasons why video can add a special extra dimension to the learning experience:<sup>39</sup>

1) Seeing language in use

One of the main advantages of video is that students do not just hear language but they can see it too.

2) Cross culture awareness

Video uniquely allows students to look at situations beyond their classroom. This is especially useful if they want to see, for example, typical British “body language” when inviting someone out, or how Americans speak to waiters. Video is also a great value in giving students a chance to see such things as what kinds of food people eat in other countries and what they wear.

3) The power of creation

When students use video cameras themselves they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of video making can provoke genuinely, creative and communication uses of language, students finding them “doing new thing in English”.

4) Motivation

For all the reasons have mentioned that most students show an increased level of interest when they have a chance to see language in uses as well as hear it, and when this is cup led with interesting tasks.

In this research, the researcher will used VCD in teaching and learning process. VCD stand for “Video Compact Disc” and basically it is a Compact Disc (CD) that contains moving pictures and sound. The term VCD (Video Compact Disc) can be interpreted as many substances which play an important role in teaching and learning process. They help

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<sup>39</sup>Jeremy Harmer, *Op.cit*, p. 282.

students to master the subject which is presented by the teachers more easily. This VCD consists of four discs; every disc presents a certain theme using cartoon characters, puppet characters, children characters and its sound. In this disc, there are some activities: First, about vocabulary learning activities which are consisted of pictures and sound of the vocabulary. Second, about exercises. There are some exercises to help the students in memorizing the vocabulary given. The exercises are about guessing pictures, training concentration, and developing memory. Meanwhile, the third is about singing together. There are some songs with simple, easy, and short lyrics. By this discs, the students will know some materials or vocabularies which are appropriate for them.

Because the themes are too various, the researcher decides to choose 3 themes only. They are part of body, foods and animals. When learning about the part of body, foods and animals, the VCD introduces them some materials which are based of the students' surrounding. It is also followed by interesting sounds and music which can build a positive learning atmosphere.

The VCD uses bright colors to help the students' cognitive ability. It is completed with repetition and song, so that the students can understand and enjoy the learning process. The VCD is also reality based, live action, and bilingual.

By this media, the researcher hopes that the researcher can improve the students' achievement in learning vocabulary and they will not get bored

## **B. Previous Research**

The research will describe some works which are relevant to these theses to make the thesis arrangement easier:

1. M.Syaifuddin Zuhri (3104351), Tarbiyah State Institute For Islamic Studies Walisongo Semarang 2009 (Teaching Vocabulary Using Bilingual Stories to Improve Students Understanding of the Vocabulary:

A Classroom Action Research with the Fifth Grade Students of MI NU Nahdlatul Athfal Puyoh Dawe Kudus in the Academic Year of 2008/2009). In this research, the researcher describes the students' achievement in learning English vocabulary by using bilingual stories. The result of the research showed that the students' progress in mastering English vocabulary during these activities was very good. And the main factor affecting this improvement was the students' interest of the bilingual stories given. Based on this study, it is found that the use of bilingual stories in teaching English vocabulary is very beneficial for the students in order to facilitate them in learning English vocabulary. The similarities between his research and the researcher were on the research approach used quantitative descriptive and the method of data collection used test, observation, and documentation. And the differences are on teaching media, and the participant. The first differences were about teaching media. The previous researcher used bilingual stories as media in teaching, then the researcher used multimedia VCD as a media. The second differences, it was on data participant. The previous researcher observed the fifth grade students of MI NU Nahdlatul Athfal Puyoh Dawe Kudus, and the researcher observed the fourth grade of SD Islam Al – Azhar 25 Semarang.<sup>40</sup>

2. Mujiyanto (99.461062), Faculty of Language and Art, IKIP PGRI Tuban 1999/2000 (Using Crossword Puzzle as an Effective Way of Teaching English Vocabulary: The Case of the Second Year Students of SLTP 1 Pancur in the Academic Year 1999/2000). The objective of this research is to find out whether teaching vocabulary by using crossword puzzle is effective or not for students of junior high school. The result from this research showed that crossword puzzle is considered as one of the

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<sup>40</sup> M.Syaifuddin Zuhri, *Teaching Vocabulary Using Bilingual Stories to Improve Students Understanding of the Vocabulary: A Classroom Action Research with the Fifth Grade Students of MI NU Nahdlatul Athfal Puyoh Dawe Kudus in the Academic Year of 2008/2009*, (Semarang: Tarbiyah State Institute For Islamic Studies Walisongo Semarang 2009).

effective methods in improving the teaching of English vocabulary at Junior high school. There is a similarity between the researcher and his research is focus on teaching vocabulary, the differences from this research are on data participant, research approach, media of teaching and method of data collections. The first differences were on data participant. The previous researcher observed the second grade of junior high school and the researcher observed the fourth grade of elementary school. The second differences the previous researcher used experimental research in conducting material and the researcher used action research in applying VCD. The third differences, the previous research used a crossword puzzle as media in teaching vocabulary, then the researcher used a multimedia VCD. The last differences are about method of data collection. The previous researcher was collect the data by using document, interview, test, and questionnaire<sup>41</sup>

### C. Action Hypothesis

The hypothesis is the provisional answer to the problems of the research that theoretically considered possibly or highest the level of his truth. It is provisional truth determined by researcher that should be tested and proved.<sup>42</sup>

In conducting the research, the researcher proposed the hypothesis: That the use of Multimedia VCD is significant to improve students' mastery on vocabulary.

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<sup>41</sup>Mujiyanto, *Using Crossword Puzzle as an Effective Way of Teaching English Vocabulary: The Case of the Second Year Students of SLTP 1 Pancur in the Academic Year 1999/2000*, (Tuban: Faculty of Language and Art, IKIP PGRI Tuban 1999/2000).

<sup>42</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 116.