

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Vocabulary**

If we want to define vocabulary, we can say that vocabulary is whatever words that we commonly used in our daily communication and we know all the meanings. Vocabulary is generally considered to be an important part, both in the process of learning a language or developing one's ability in a language that has been mastered.

In language learning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, they will get the better skill that can be reached in using language.

As Norbert said, vocabulary is one of the most important skills in a language. Someone that have limited vocabularies is also has limited in listening, speaking, reading and writing. It is impossible while learning language without mastering vocabularies. Because of the limited vocabularies, the learners cannot communicate to other clearly. And the idea can not be accepted clearly.

Pikulski and Templeton (2004) said that vocabulary is the sum of words that are used and understood by students.

According to Mafruchah (2017), vocabulary is all the words that can be understood in a language that we can use to communicate verbally. vocabulary is a set of words that are commonly used and understood by a particular person or a group, all the words of all languages, list of words that often and usually arranged alphabetically and defined or translated, words used in particular subject or field of activity and events.

Richards (2002) stated in his book that vocabulary is a core component of language proficiency and provide much of the basis for how learners speak, listen and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television.

According to Kamil and Hiebert (2005), vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggested. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing.

Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we recognize when we speak or write. Receptive vocabulary is typically larger than productive

vocabulary, and may include many words to which we assign some meaning, even if we do not know their full definition and connotations – or ever use them ourselves as we speak and write.

Definition of vocabulary according to Oxford dictionaries:

1. The body of words used in a particular language: a comparison of the vocabularies of different languages the Sanskrit vocabulary
2. The words used in a particular subject or sphere of activity or on a particular occasion: the vocabulary of law [mass noun] : the term became part of business vocabulary
3. The body of words known to an individual person: he had a wide vocabulary
4. A list of difficult or unfamiliar words with an explanation of their meanings, accompanying a piece of specialist or foreign-language text.
5. A range of artistic or stylistic forms, techniques, or movements: dance companies have their own vocabularies of movement.

From various definitions of vocabulary terms above it can be concluded that the vocabulary is a set of words that are commonly used and understood by a particular person or a group, and commonly used for daily communication orally or written.

According to Izzah (2015), there are two factors which influence the students vocabulary. They are intrinsic and extrinsic factors. Intrinsic factor means that factor which come from inside of the students such as; motivation, interest, patience, etc. And extrinsic factors mean factors which come from

students that effect their learning process such as; economic background, learning material, teacher's performance including their teaching method.

## **B. Aspects of Vocabulary**

There are three main aspects that is implemented in teaching vocabulary, these are:

### **1. Meaning**

Meaning is the most important aspect of vocabulary teaching because a word may have more than one meaning when it is used in different context. In order to find the meaning, the teacher should try their best ways such as guided discovery, contextual guesswork and using dictionaries.

According to Dani (2015), Contextual guesswork means making of the context in which the word appears to drive and idea of its meaning, or in some cases, guess from the word itself. Knowledge of word formation, e.g. prefixes and suffixes can help students to discover meaning.

Inside the class, the teacher should give their best to find the meaning of the word they are using by using translation. This is not preferable on the ground that translation may or may not provide the meaning of the word accurately and precisely. It is advocated as it enables the class to go without grasping the meaning of a word that they learned to pronounce rether than to depend upon the translation.

### **2. Spelling**

The students should know how to spell the word they are using and also how to differ the word from another similar word.

Kareem (2006) delivers that spelling is important because it aids in reading and as the connector of sounds and letters. There may be different acceptable written forms for the same words within the same variety of English or most commonly, due to the fact that they belong to different varieties as happens with many British or American English terms

### **3. Pronunciation**

The students should know and remember how to say the word correctly especially when they listen to a word. Hornby (2006) says pronunciation is the way in which a particular person pronounces the words of language. Most of words have only one pronunciation, but sometimes a word has two or more pronunciations.

Suwartono (2008) states that pronunciation seems to be a central issue. The problem is rooted from the inconsistency between spelling (the written form) and pronunciation (the sound production) in the English language.

In short, to be able to communicate without annoyance in English, we should be able to speak in English with understandable pronunciation.

### **4. Word Class**

Word class is one of important feature in semantic feature analysis. The classification of the words of language in this way is dependent on their function in communication. In order to communicate well, we should be able to differentiate the classification of the words.

According to Hatch (1995), the word classes can be classified into several classes are as follows:

### **1. Nouns**

Nouns are words that refer to a person, place, or thing. Some nouns are very similar to verbs in meaning, events such as swimming, dancing, and praying, which bring verb qualities to nouns. Some nouns are also very like adjectives in meaning. Colors and numbers illustrate this well.

### **2. Verbs**

Verbs are words that denote action. Verb has two classes. First, lexical verb (can be told —dictionary verb) is having meaning such as run, jump, sit and stand. Second, auxiliary verb (can be told —helping verbs) which generally used for the purpose of grammatical than for meaning such as can, may, might, and will.

### **3. Adjectives**

Adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. For example, light, dark, bright, And dull are used with color names.

### **4. Adverbs**

Adverb is a word that changes or qualifies the meaning of a verb, adjective, other adverb, clause, sentence or any other word or phrase, except that it does not include the adjectives and determines that directly modify nouns. However, intensity can be expanded into a scale such as slowly to quickly for manner adverbs; yesterday to tomorrow for time adverbs; here

to there for place or locative adverbs; and always to never for frequency adverbs.

## **5. Word Use**

In short, word use is how a word, phrase, or concept is used in a language. Mardianawati (2012) says that word use may also involve grammar and thus be the subject of profound analysis.

### **C. Kinds of Vocabulary**

Nurgiyantoro (1985) states that of vocabulary can be differentiated into mastering the character of receptive and productive, ability to comprehend and utilize vocabulary. There are two points of mastering vocabulary those are; receptive and productive vocabulary.

#### **1. Receptive vocabulary**

Receptive vocabulary is words that the students recognize and understand when they occur in a context, but which cannot produce correctly.

#### **2. Productive vocabulary**

Productive Vocabulary is words which the students understand, can pronounce correctly and use constructively in speaking and writing. Those points of vocabulary are important to improve the students vocabulary mastery. They must know and be able to use grammar of the target language. The students are also hoped can be familiar with the collocation and understand the connection meaning of the words. This type is often used in speaking and writing skill.

Kamil and Heibert (2005) states that words come in two forms; Oral Vocabulary and Print Vocabulary.

1) Oral vocabulary

Oral Vocabulary includes those words that we recognize and use in listening and speaking.

2) Print vocabulary

Print Vocabulary includes those words that we recognize and use in reading and writing.

#### **D. Importance of Vocabulary**

As the writer has deliver in the previous chapter that it is impossible to master thus four basic skills in English without mastering vocabulary. So, learning vocabulary is important. Besides, vocabulary is also one of the components that supports the speakers in communication, to convey the idea, and also to express the feeling and desire.

According to Harmer (2002) cited in Izzah (2015) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is the main element in communication. While Tarigan in Izzah (2015) points out the importance of vocabulary in language is essential for successfull language use, because without an extenxive someone will be unable to use structure and function that has learned for comprehensible communication. Someone uses vocabulary to listen, read, speak, and write effectively.



Lewis (1993) in Dani (2015) understands the importance of vocabulary as being a basic for daily communication. He indicates that if language learners do not recognize the meanings of the key words used by other language learners, they will be unable to participate in the conversation.

### **E. Learning Vocabulary**

Teachers have always been naturally interested in how learners go about learning vocabulary. Lestari (2015) states that if the teacher knows more about learner strategies and what works well, we can help learners get more benefit strategies.

Rebecca L (1990) stated that learning strategies are specific action taken by the learners to make learning easier, faster, more enjoyable, more self directed, more effective and more transferable to new situations.

According to Brown and Payne in Hatch and Brown (1995), there are five essential steps of learning vocabulary as follows:

#### **1. Encountering new words.**

The first essential step for vocabulary learning is encountering new words that are having a source for words. The learners strategies here included learning new words by reading books, listening to TV and reading newspapers and magazines. Dictionaries are also sources where new words and new uses for old words can be encountered.

Another indication that encountering new words can more effective in others is with interactive video materials. When students have seen an

object or an action, their desire to know the word more increase, it makes the learners can learn new words quickly.

## **2. Getting the word form**

The importance of getting clear image of the 'form' of a word become appears when students asked to give definitions for words. Beginning students are particularly likely to make mistakes that are obviously related to confusions of the form of the one word with the form of other words.

## **3. Getting the word meaning.**

Getting the words meaning, language learners may also need different kind of definition of distinctions depending on the words being learned and the reason for need them.

## **4. Consolidating word form and meaning in memory.**

In this step, the students do the exercises in order to make strong memory connection between the form and the meaning of the words. Many kinds of vocabulary learning drills such us flashcards, matching exercises, crossword puzzles, strengthen the form-meaning connection.

## **5. Using the word.**

The final step in learning words is using the words. It has goal to provide a mild guarantee that words and meanings will not fade from memory once they are learned.

## **F. Teaching Vocabulary**

Teaching vocabulary is an important role in English teaching to improve the effectiveness and efficiency, teachers should not only understand the students' difficulties of word study, but also use some useful strategies and methods. Only in this way they can help to improve the students' language competence and their ability to use English freely in communication.

Teaching vocabulary is one of the ways to develop English competence of person who are learning English because vocabulary is one of the success keys in learning English. Teaching vocabulary development involves more than teaching the definition of technical or unfamiliar words in texts. Many encounters with a word in meaningful contexts are needed for students to acquire it. It also requires understanding how the words are learned in non-instructional contexts through conversation and reading.

According to Dani (2015) vocabulary is the basic thing that should be mastered by the learners. By mastering vocabularies the learners will be easy to understand the language. If the learners do not know the meaning of words, they will have difficulties in understanding what they see, read and learn.

## **G. Teaching and Learning Media**

Teaching media or teaching aid are aimed to help teacher present or deliver the materials to the students so the materials can be more understandable.

Rahardjito (2008) cited in Baidawi (2016) defined Teaching media are tools which are provided and brought into classroom by a teacher to facilitate

teaching-learning process. Teaching media are all physical devices which can present message and stimulate students to learn.

According to Baidawi (2016), everything that can help teacher to deliver the lesson (message) to the students (receivers) to make the lesson clearer and easier to understand and absorb by the students so that they get more zealous to participate in learning activity.

#### **H. Functions of Teaching Media**

As the writer has explained that media are aimed to help teacher for presenting their materials to the students, there are also many further functions of media, such as:

1. Media can attract students' attention more so that it can stimulate learning motivation
2. Media can make subject matter clearer and more meaningful so that it is easily understood by the students and enable them to master the expected competence better
3. It can make learning method more various not merely verbal communications through teacher's words so that students does not get bored and the teacher does not run out of energy.
4. Media can make students do more learning activities because they do not only listen to teacher's explanation but also have other activities such as observing, demonstrating and so forth.

According to Kasihani (2007) cited in Baidawi (2016), media can be used to help to simplify learning process of language and perfect it, reduce the

use of mother tongue or first language, arouse students' learning motivation and interest, explain new concept in order that students can understand without difficulties and misunderstanding, equalize perception; moreover the new concept has ambiguity, improve English learning quality and make learning process more interesting and interactive.

## **I. Kinds of Teaching Media**

In educational technology definition, media as learning resource is a component from instructional system besides message, person, background technique and tool. In English language teaching as foreign language, media is very necessary to use for some reasons. Instructional media helps teacher in teaching-learning process and arranging the time well. The availability of media in the class will influence students' learning spirit where the selection of appropriate media is available to improve students' ability in speaking. There are three types of Teaching Media.

### **1. Visual Media**

Visual media is everything the teacher used in the teaching and learning process that can be seen clearly by eyes and brought into the classroom to help the teacher delivering the materials to the students.

As Nana Sudjana & Ahmad Rivai wrote in their book titled "Teknologi Pengajaran" cited in Baidawi (2016), visual aid in visual instructional concept is every picture, model, object, or other tools which give real visual experience to the students.

The visual aids aim at a) introduce, form, enrich, and clarify comprehension or abstract concept to the students b) develop desired behavior and c) support students' more continuous activity.

## **2. Audio Media**

Audio media is instructional media that have function to help students' learning through produced voice.

According to Suyanto cited in Baidawi (2016), Audio media are the media of which the contents are recorded and can be heard.

## **3. Audio Visual Media**

Audio-visual are the media which can be seen and heard such as television and film. Audio-visual presents complete communicative situation. The students can be easy to understand the facial impressions, gestures, physical background shown and learning becomes closer to real life situation.

It is very important to preview any program and assess its worth to class situation, time, and its content value and how to operate it more effectively to benefit all children in learning the content.

## **J. Factors that influence the use of technology**

Theory of attitudes and behavior by Triandis (1980) said that there are many factors influenced the implementation of information technology. They are:

## **1. Social factors**

Social factors is an internalization of group's subjective culture and certain interpersonal consent that is made individually with others in certain social situations.

## **2. Affect**

Affect can be interpreted how the individual feels over work, is it fun or unpleasant, like or don't like doing individual work with using information technology

## **3. Complexity**

Complexity defined as the level of innovation which is perceived as something relatively difficult to understand and use, if difficult to use it will the lower the acceptance.

## **4. Task Suitability**

Task suitability and technology influenced by interaction between individual characteristics users, technology used, and technology-based tasks.

## **5. Long-term Consequences**

Long-term consequences are measured of the resulting output has an advantage in time to come, like an increase flexibility in change work or improvement opportunity for a task that is better.

## **6. Facility Condition**

In the context of the use of information technology, conditions that facilitate can be included as a factor affect utilization information technology.

## **K. University Students**

Hartaji (2012) cited in Nurnaini (2014) stated that a university student is someone who is in the process of studying science or study a form of college consisting of academic, polytechnic, high schools, institutes and universities (Hartaji, 2012).

While Takwin (2008) in Saputra (2015) explained University students are literally people who study in college, both at university, institute or academy. Automatically, who are registered in a university can be referred to as university students.

According to Budiman (2006), students are people who study at school college level to prepare him for a level of expertise bachelor. Meanwhile according to Daldiyono (2009) a student is a person have graduated from High School (SLTA) and are currently pursuing higher education.

Yusuf (2012) explained that a universiti student is categorized at a stage of development which is she is 18 to 25 years old. This stage can be classified as time late adolescence to early adulthood and viewed in terms of development, the task of development at the age of these students is stabilization of the founding of life.

In addition, Siswoyo (2007) cited in Nurnaini (2014) stated that university students can be defined as individuals who are study at the university level, both state and private or other institutions which are on the same level as tertiary institutions.



## **L. Characteristics of University Students**

According to Kartono (in Siregar, 2006), students are society member that has certain characteristics, including:

1. Have the ability and opportunity to study in college, so that it can be classified as intellectuals.
2. Which is because the above opportunity is expected to be able to act later as a capable and skilled leader, both as a leader society or in the world of work.
3. It is expected to be a dynamic driving force for the process modernization.
4. It is expected to enter the workforce as a qualified workforce and professional.

## **M. Duties and Obligations of University Students**

According to Siallagan (2011), students as a campus community. Has the main task of learning such as making assignments, reading books, making papers, presentations, discussions, seminars, and other activities with a pattern of emptiness. Besides the main task, there are other more tasks heavier and more opposed to the meaning of the learner himself, namely as change agent and social controller. This task can be Being himself as the nation's hope, which is to be a loyal person find solutions to the various problems they are facing.

## **N. The Role of Students**

Students as agents of social change are always required to show its role in real life. According to Siallagan (2011), there is three important and fundamental roles for students are intellectual, moral, social.

### **1. Intellectual role**

Students as intellect, genius, and observant must be able to run his life proportionately, as a student, children, as well as community expectations.

### **2. Moral role**

Students as someone who lives on campus are known to be free expressing, acting, discussing, speculating and giving speeches, must be able to show moral behavior in every behavior without contaminated and affected by environmental conditions.

### **3. Social Role**

Students as someone who brings change must always synergize, think critically and act concretely which is framed by willingness and sincerity to be the pioneers, conveyers of aspirations and community servant.

## **O. Historical Background of Youtube**

According to Terantino (2011) cited in Benmouhoub (2015), this website began on February 14<sup>th</sup>, 2005 in California and the founders are Steve

Chen, Chad Hurley and Jawed Karim (who were employees in PayPal Company) with the domain's name **<http://www.youtube.com>**. The author added that in 2006, Google purchased YouTube for 1.65 billion. It is classified as the third most visited website on the internet as stated by Al-zyoud and Kabilan (2012).

For Alias, Abd Razak, El Hadad, Kunjambu and Muniandi (2013) also cited in Benmouhoub (2015), this website is considered to be one of the efficient online video sharing destinations. We think because of the great deal of interesting videos it contains at its disposal.

Youtube is owned by Google and is viewed daily by millions of individuals across the world. Although much of the content on YouTube is for entertainment purposes, there exists an enormity of educational content. For example, YouTube EDU was created in 2009 as an educational hub for lectures, courses, and examples and is used by professionals and nonprofessionals in a variety of fields.

Inside youtube, we can find many videos that we want through hashtag and catagories. Youtube devides its video to several catagories. They are Blogs and lifestyle, kids, news and politics, television, comedy, entertainment and etc.

## **P. Kinds of Youtube Video**

According to Sherman (2003) stated by Benmouhoub (2015), there are two types of videos. They are fiction and non-fiction videos.

### **1. Fiction videos**

Fiction videos can be defined as videos that are based on imaginary events or people. For example, drama series, action films, cartoons and sketches.

### **2. Non-fiction videos**

Meanwhile, non-fiction videos are defined as those that represent real-life events. For example, documentaries and educational videos, TV news, interviews and talkshows, and sport programs.

## **Q. Advantages of Youtube**

According to Setiadi (2019), there are six advantages of Youtube separated into two sections, there are:

### **1. Technical**

- Cost-Effective, it means YouTube can be accessed for free through the internet network.
- Practical and complete, that is is YouTube can be used easily by all walks of life and many videos that can be made as a source of information.
- Shareable, it means that youtube's content is easy to be shared by clicking links

- Interactive, youtube provide comment section and live stream for question and answer.

## **2. Content-related**

- Potential, meaning this site is very popular and the more videos on YouTube so that it can influence on education.
- Informative, it means that YouTube can provide information including various developments science and technology that happened when this.

## **R. Previous Research Studies**

### **1. The Effective Use of Youtube Videos for Teaching English Language In Classrooms As Supplementary Material At Taibah University In Alula by Wael Abdurrahman Almurashi (2016)**

Technology plays an important role in people's day-to-day life and can be used effectively for various aspects in education. The YouTube website is regarded as one online material that can be integrated into traditional English lessons. It is also considered a source of online material that can play a vital role in the teaching and learning field. This paper sheds light on a new mode of teaching English courses and examines the effective role of the multimodal text found in many YouTube videos for teaching English inside the classrooms as supplementary material. This study concluded that YouTube could be a good material to incorporate English lessons and can also help with understanding the lesson.

This research used interview as the method. The population of the study was 53 learners studying the English language at Taibah University in Alula: 30 learners from group A and 23 students from group B.

**2. Youtube as a Learning Tool by Barbara Fralinger and Russell Owen (2009)**

The purpose of this study was to investigate student perceptions of the effectiveness of the You Tube tutorial project on their learning so that a future educational workshop to teach the basics of creating and uploading student video tutorials may be implemented. The population of this research was sixty-one graduate students at King's College and twenty undergraduate students at Rowan University during the spring 2008 semester participated in the study.

**3. Youtube in The Classroom by Andrea Wilson (2015)**

The purpose of this qualitative research study is to examine how educators are integrating YouTube as an educational tool in the classroom. His research project is based on an analysis of preexisting literature and qualitative data that was gathered through interviews with three participants. Some findings include the lack of awareness educators have about the range of features offered by YouTube and the impact Internet disruptions and school board policies have on video watching in the classroom.