

## CHAPTER II

### THEORITICAL REVIEW

#### **A. Vocabulary**

##### **1. The Definition of Vocabulary**

English as the international language becomes one that is important in our social life. Finochiaro (1997: 3) says that language is a system of arbitrary, vocal symbols which permit all people in a given culture to communicate or to interact and vocabulary becomes one important element in language because there is no language without vocabulary.

Rivers in Nunan (1993: 117) stated that vocabulary acquisition of an adequate vocabulary is essential for successful language learning, because we will be able to use structure and function. We may learn for comprehensible communication without an extensive vocabulary. It forms an opinion that the development of rich vocabulary is an important element in the acquisition of second language.

Related to that idea, vocabulary is important to learn a language. That is why, before studying vocabulary, one should know what vocabulary is. There are some definitions about vocabulary, according to Webster (1976 : 2560) vocabulary is a sum or a stock of words employed by a language group and individual or in work relation to subject. According to Evelyn Hatch and Cheryl Brown (1995: 1) in vocabulary, semantics and Language Education,

vocabulary is a list or set of words particular language or a list or set or words individual speakers of language might use.

From the definition above the researcher concluded that vocabulary is word or list of words with the meaning and which are known by the speaker and which are used to communicate among these speakers and used by a group or individual. It is important because language and vocabulary plays important role in language learning for developing one's language ability. It is important because language ability aspects consist of nouns, verbs, adverbs, adjectives, and so on. This is useful if they read some passages or text. Therefore to master it, the students must know vocabulary.

## **2. Types of Vocabulary**

Vocabulary can be divided into some types. According to Richard and Joanne (1989: 299), there are three types of vocabulary:

- a. General vocabulary, which consists of everyday word widely, acknowledges meaning in common.
- b. Special vocabulary, it is made up words from everybody general vocabulary, which is taken on specialized meaning when adapted to particular content area.
- c. Technical Vocabulary, in which consist of words that have usage and application only in particular subject matter field.

### 3. Learning Vocabulary

Vocabulary is one of competent of language and that no language exists without words. The quality of language skill depends on the good language skill including vocabulary. According to Napa (1991: 6) there are three skills in learning vocabulary as stated below:

- a. Lexical skill is the skill in using the dictionary for vocabulary building.
- b. Contextual clue is skill in identifying the meaning of word by examining the word around it.
- c. Structural analysis is skill in breaking the word into its elements root, prefixes and affixation.

According to Brown (1995: 372) there are five essential steps in vocabulary learning:

- a. Encountering New Word

The first essential step for vocabulary learning is encountering a new word that is having a source for words. The student's strategies here included learning new words by reading books, listening to TV, radio and reading a news paper. When students have seen a new object or an action, they will interest to know the word for that object or actions. Therefore, it is hoped to make the words are learned quickly.

- b. Getting the Word Form

The second essential step to vocabulary learning appears to be getting of a clear image, visual or auditory or both of the form of the vocabulary item.

The importance of having getting the form of the word also appears when students are asked to give definition for words.

c. Getting the Word Meaning

The third essential step in the learners reported strategies is the one which is most often associated with the idea of vocabulary learning, getting the word meaning. This step includes such strategies as “asking native English speakers what word means, asking people who speak my native language the meaning of new word, making pictures of word meanings in my mind and explaining what I mean and asking someone to tell me the English word.

d. Consolidating Word Form and Meaning in Memory

The fourth necessary is consolidating word form and meaning in memory. Almost all of the ten strategies that Oxford (in Brown 1995 : 32) mentions consolidate the connection between word form and meaning in memory. Oxford divides these strategies into four general categories: creating mental linkages, applying images and sounds, reviewing well, and employing actions. Nine specific memory strategies, along with the general categories in which they fall are:

- a) Grouping language material into meaningful unit (category 1)
- b) Associating new language information to concepts already in memory (category 1)
- c) Placing new words into a context, such as a meaningful sentence, conversation or story (category 1)
- d) Using semantic mapping ( category 2)

- e) Using keywords with auditory and or visual links (category 2)
- f) Representing sounds in memory in such a way that they can be linked with a target language word in order to remember it better (category 2)
- g) Reviewing the target language material in carefully spaced intervals (category 3)
- h) Acting out a new target language expression (category 4)
- i) Using mechanical techniques, such as writing words on cards and moving cards from one stack to another when a new word is learned (category 4)

## **B. Teaching and Learning Media**

### **1. General Concept of Media (Audiovisual)**

Teaching media is needed in the teaching learning processes to help students become active. Gerlach and Elly (1998: 241) propose that medium is any person material of event that establishes conditions, which enable learners or students to acquire knowledge, skills and attitudes. They also claim that the terms “instructional media” includes a wide range of materials, equipment, and technique: chalkboards, bulletin boards, models, demonstrations, charts, maps, book, and combination of these. Hornby (1974: 528) defines media as mass communications e.g. television, radio and the press.

There are a lot of media in teaching and learning processes. Gerlach and Elly (1998: 247) classify media into some types:

a. Still pictures

They form as photographs of any objects or events, which can be presented in textbook illustration, bulletin board materials, slides, filmstrips frames or overhead transparencies.

b. Audio recording

They are made on magnetic tape, on disc on motion picture sound tracks. These are the actual events or sound effects reproductions.

c. Motion picture video tape recording

It is a moving image produced in color or black and white from live action or graphic representation. Objects or events can be in normal or it can be in slow, time lapse or stop motion. All types of audio video electronic system eventually appear on a cathode ray tube (television monitor) included on cartoon film on the screen.

d. Real things, simulations, and models

They include people, events, objects, and demonstrations. Real things are actual objects or events. A simulation is a copy of real situation designed to be similar as possible to the actual events.

e. Programmed and computer assisted instructions

They are sequences of information (verbal, visual or audio) designed to elicit predetermined responses. The most common example is programmed textbooks or instructional programs prepared for computer.

The audio visual aids can be interpreted as any substances, which play an important role in teaching and learning processes. They help the students or learners master the material more interestingly.

Audio visual as one of media are not new things in the instructional world. Thing such as television and compact disk are often found in the teaching-learning processes. Kemp (1963: 3-4) list the functions of media in general or audio visual aids in particular and their contributions to a language learning as follows :

- a. The instruction can be more interesting. Audio visual aids can attract the students' interest especially those of English learners. If they are interested they will give much attention to what is being taught or discussed. They will be curious to know about the lesson. This can lead to an interesting language learning processes.
- b. Learning becomes more interactive. Many activities can be created through applying visual aids in the teaching learning processes. For example watching cartoon film, this activity is relatively more interesting than the activity or listening or writing the teacher explanation.
- c. The quality of learning can be improved. If there is a good preparation of using visual aids, it will be possible for teacher to create a good language learning process in which the students' participation is dominant. As a result the students' knowledge and skills can be improved.
- d. The positive attitude of students toward what they are learning and to the learning process itself can be enhanced.

## 2. The Principles of Audiovisual Selection

Audio visual aids can help the teacher draw his students interest and engage the students motivation if the teacher can choose and use the aids properly. If the students are motivated they will learn hard. Furthermore, according to Brown et al (1977: 78) there are six principles of media selection.

### a. Content

Do the media have significant relation with the lesson? The choice of certain media must be conformed to the lesson (massage) to be given to the students.

### b. Purposes

The use of audio visual aids should contribute to the teaching learning process significantly. It means that the media can facilitate the teaching learning process.

### c. Prices

The use of audio visual aids, the teacher would consider whether the cost or money spent is in accordance with the educational result derived from its use

### d. Circumstances of use

In choosing an audio visual aid, a teacher should take into account the environment (school) where he teaches. He should think whether the aid would function effectively in that environment.

e. Learners verification

A teacher should think whether the aid has been tested to certain students. He/she should consider if the tested students are similar to the students whom he /she teaches

f. Validation

A teacher must think whether there are data providing that the students learnt accurately through the use of the aid. According to Haycraft (1978:1) in choosing and using visual aids for language teaching we have to consider these things:

- a) The age of the students
- b) The kind of visual aids which interest the students
- c) The physical circumstances of the classroom or the laboratory
- d) The type of indigence and experience of the students
- e) The cost and convenience of the material available.

Davis (1981: 192) suggest that effective aids should be simple and to the point, suitable, and relevant to the tasks, essential and necessary, interesting and challenging, and saving effort and time.

### 3. Cartoon Film as Learning Media

a. Definition

Film is a modern, which include words, sound, and picture and it belongs to audio visual aids. Film is a sequence of photographs projected a screen sufficient rapidity as to create the illusion of motion and continuity.

Dartz Cited in Sadiman (2008 : 20) separates media into three main elements. There are sound, visual, and movements and film is media which includes the three parts of them. Film shows a move and the message which is performed can be fact, elective, informative, and instructional education. According to Hamalik (1996 : 102), film is combination between movements, words, music, and colors.

b. The purpose of cartoon film as learning media

Cartoon is one of film types. Sudjana (2005: 58) says that cartoon film is description in form of painting or drawing or caricature about the person, concept or situation that designed to influence opinions of society. Other definition of cartoon film is design or study drawn to make by photographing a series of cartoon drawings to give illusion of movement when projected in rapid sequence.

Cartoon film as other media, are able to communicate better than other media, because by using cartoon film, it will present language in context in ways that a cassette or teacher can't do it. Students can see who is speaking, where is the speaker and what are they doing. Film is a useful tool to deliver message for learners. There are the key elements of cartoon film (Ghebart, 2009) :

- a. Action are over who act out the story. The actor usually is dubbing by a native speaker who makes learners histories to read spoken English.
- b. Location is the accuracy and mood of the film depends on where it is drawn to shot. Here learner can see the real place with their culture.

- c. Time of the film is shot. For example there is morning, afternoon, night, in the holiday, and so on. Time also shows the year and something happen what culture and what kind of language usage in the time.
- d. Music and sound are important for the story because you will hear sounds like people talking, a fire engine passing, or bird chirping in the film.

Cartoon film is one animation film which has modern meaning humorous illustrations actually; children and adult like to watch the film. Cartoon is any several forms of illustrations with varied meanings. On the other meanings of cartoon is illustrations' in magazines and newspaper, and animated program (<http://www.geocities.com/judyscartoon/> accessed/ April 22<sup>nd</sup> 2011). There are some types of cartoon movies, they are animated cartoon, caricature cartoon, comic cartoon, commercial cartoon, editorial cartoon, and gag cartoons.

As an audiovisual aid, cartoon films contain sound and fun picture. It means cartoon film is closer in real life, because visual clues and context make it possible to view the message as much as real or listen to it. They will see and hear suitable situation and also suitable pronunciation.

Cartoon Film completely helps in learning language especially for young learners. With its elements we can find aids gathered audio and visual aids. Both of them hopefully could improve the learner competence in understanding part of learning language process as speaking, translation,

pronunciation, or even all of part. With this strength, cartoon film could be the best aid in learning foreign language.

Cartoon Film can be tremendously influential and an extremely powerful medium for transferring values, ideas and information. It is considered to be an important art form, a source of popular entertainment and powerful method for educating and indoctrinating citizens. Film as audio visual makes the learners can learn more vivid language and get closer to their culture. Different cultures are presented not only verbally and also orally. It is a medium that transfers meaning through several channels such as picture, dialogue, which reflect those cultures, and in turn affect them.

Learning English by watching cartoon film is learning by input. First, learners get lots of correct English sentences into their head. Then, they can imitate then and make their own sentences. It make them know how the foreign English and learns what word they use. English cartoon film provide a native speaker and native culture which can help them learn English easily and also make them fun. In learning foreign language, a native speaker and native culture as needed much because through these things a learner may have their own understanding when they are communication. Film also let learners learn in formal and slang words which are not yet in English dictionaries. Cartoon Film also let learners improve their pronunciation, grammar, and vocabulary.

### c. Advantages and Disadvantages

According to Sadiman (1990: 70) there are some of advantages of cartoon film as learning media. They are :

- a) Film can stimulate students understanding not only by listening to film but also viewing the picture motion.
- b) The story of the films will still remind in the students mind
- c) Cartoon film is more interesting for young learners
- d) Cartoon film can attract students attentions
- e) Film is realistic media that can be repeated or even can be paused
- f) The cartoon film can help us link concepts directly especially in middle level
- g) The sounds are clear and some languages are available to be studied by the students
- h) Film offers alternatives to live action scenes that can increase the variety that one brings to the classroom
- i) The story of cartoon film is unique and can spirit an imagination.
- j) The visualization can create an imagination.

According to Sadiman (1990: 70) there are some disadvantages in teaching using films: There are some opinions about the use of film in teaching learning process in class taken from:

- a) Lina Astour, Israel

“ I believe it’s a very helpful teaching tool, yet very difficult to use it in my big classes, each of 40 pupils. Taking pupils to take video room makes a real mess, that’s why I prefer using other methods “

b) Skip, Canada

“Video is great but can be abused”

c) Mahmoud, Egypt

“I think it may give us the result we hope but not in all situation“

Therefore, based on those opinions, we can conclude that there are some disadvantages of film, they are:

1. The film makes the class crowded and messy if applied in a big class. It will be difficult to arrange the effective activities for the students while watching the cartoon films
2. The film can abuse the moral of the students, for example when the film played is immoral and vulgar. It gives so many bad influences to the students.
3. The film is not always good in all situation, so we must select the film carefully that it can be most appropriate media for students, age, need, interest and of course the aim of the teaching learning process itself.

Cartoon film is divided in two criteria such as cartoon film to children and to adolescent one. To give the good result, the cartoon film should be selected. The criteria for selecting cartoon film are:

a) The cover or picture should be interesting

- b) The contents of cartoon film have some elements such as entertainment and educations
- c) Giving impression enjoyment, relaxation, placidness
- d) It is not giving bad ideas/idea anime violence in the culture

### C. **Basic Assumption**

From the explanation above, the researcher's basic assumption is the use of cartoon films as a media in teaching vocabulary is one of good techniques and it is very helpful for students, because cartoon film is interesting, colorful picture, and it has good story. By watching the cartoon film students pay more attention to the words. So that they study more vocabulary, it means that watching cartoon film can give more new words.

### D. **Hypothesis**

Based on the explanation above, the hypothesis is that watching cartoon films are effective to teach vocabulary.