CHAPTER II

REVIEW OF RELATED LITERATURE

A. **Media**

   a. **Overview of media**

       Teaching is a process of communication. It has to be created through the way of teaching and exchanging the message or information by every teacher and student. The message can be knowledge, skills, ideas, experiences, and many others.

       Through the process of communication, the people can receive the message or information. To avoid misunderstanding in the process of communication, media are needed in the process of teaching. Media play an important role in a teaching and learning process. Media are needed to achieve objectives of teaching-learning process. As a teacher, we should use various media or teaching aids in giving the material to the students as stated by Harmer that "as a language teacher, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity[8]." There are many media that can

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[8] Jeremy Harmer, *the Practice of Language Teaching*, (Cambridge; 1998.) P.134

be used in a teaching-learning process. Gerlach and Elly classify media in six general categories[9]:

a) Picture

Picture consists of photographs of any object or event, which may be larger or smaller than the object or event it represents.

b) Audio recording

Recording made on magnetic tape, discs, motion picture, and soundtrack. These are reproductions of actual event or sound track.

c) Motion picture

A motion picture is a moving image in color or black and white produced from live action or from graphic representation.

d) Television

This category includes all types of Audio Video electronic distribution systems; which eventually appear on television monitor.

e) Real things, simulation and model

This category includes people, events, objects and imitation of real things. Imitation of real things can use as a substitution for the actual objects or event. They are, in fact, life itself, often in its

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[9] Venon Gerlach and Donald Elly,*Teaching and Media: ASystematic Approach*. (New Jersey: Prentice Hall.198). P. 297

natural settings. Simulation is the replication of real situation, which has been designed to be as near the actual event or process as possible. Many media, including the computers, tape recordings, and motion pictures can be used for simulation. A model is replication or representation of reality. It is often in scale and may be miniature, exact size or an enlargement.

f) Program and computer-assisted instruction.

Programs are sequences of information (verbal, visual, or audio) which are designed to elicit predetermined responses. The most common examples are programmed textbooks or instructional programs prepared for computers.

From the categories above, not all of them can be applied in the classroom. According to Gerlach and Elly, to select the appropriate media, the teacher must consider the characteristics of the students which directly relate to the learning process, such as verbal abilities, visual and audio perception skills, experience, intelligence, motivation, personality and social skills[10]. Furthermore, according to Brown there are six principles of media selection[11]:

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[10] Ibid., p. 254

[11] Ibid., p. 79

a) Content

Media (i.e. interactive CD) have significant relation with the lesson. The choice of certain media must be conformed to the lesson (message) that will be given to the students.

b) Purposes

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

c) Price

Before buying certain visual aids, a teacher should consider whether the cost or money spent is accordance with the educational result derived from its use.

d) Circumstance of use

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

e) Learner's verification

A teacher should think whether the aid has been tested to certain students. He/she should consider if the tested 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 aid.

From the explanation above, it should be better if the teacher follows all the principles, so that the teaching and learning process can run normally and the goal of the teaching-learning process can be reached.

b. Roles of Media in a Teaching-Learning Process

The use of media in a teaching-learning process is very important. a brief explanation on the roles of media or instructional media as follows[12]:

a) To entertain

Media can be used as recreation and enjoyment. It includes fictional stories and poem published in books and magazines; records; tapes and radio broadcast of music, music typically shown in motion pictures theaters; and comedies, dramas, and sporting events in television.

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[12]As Quated from Ely Sulistiani, "*Increasing Vocabulary Mastery by Using Subtitled English Movie at Second Grade Students of SMP Negeri 17 Malang*". (University Negeri Malang, Unpublished thesis, 2011.)

b) To inform

The use of media can increase awareness or present facts. It includes newspapers, documentaries on radio and television, and advertisements in all media.

c) To instruct

Media are used to take the viewer and listener from state of not knowing to one of knowing. From a state of poor performance to a state of competence. It includes motion pictures, slides, film strips records and audiotapes.

B. Interactive CD

a. The Meaning of Interactive CD

CD-I is an entertainment and information system that plays digital data stored on a compact disc. The CD-I player connects to a television set or to a color monitor. You may also connect a CD-I player to your stereo system for higher quality audio. CD-I discs are used in the home, in education, and in business.

CD-I is the first multimedia technology aimed at a mass audience. CD-I allows the multimedia designer to blend different media-in the form of visual, audio, graphic, and computer data-into a single experience for the user. CD-I allows the user to interact with the information on the disc

and to guide the presentation in a meaningful way. CD-I lends itself to informational titles, games, encyclopedias, educational material, and many business applications. With the addition of a special hardware module, CD-I players can now play feature films and other video material.[13]

b. The Advantages of Interactive CD

    a) Better or faster graphics than on the web.

       Graphics may be embedded, in larger number, and with larger file formats than on the web.

    b) Better audio and video than on the web.

- Video is more detailed and can be seen in larger windows than web-based video.

- Video is much faster to access than web-based streaming video or flash movies.

    c) Use of executable files or apps (programs) can make a CD ROM or DVD have features difficult to accomplish on the web including realistic simulations althought this is changing fast as we see with game technology.

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[13]CD-I, http://www.consoledatabase.com/faq/philipscd-i/phillipscdifaq.txt by Royal Philips, accessed on January 28, 2014.

c. The disadvantages of interactive CD

a) Lack of face to face interaction with instructor and peers

b) Inability to update the content as in web based instruction. If you have highly changing content CDs and DVDs might not be appropriate.

c) More costly distribution than web based learning due to the need to mail the CD or DVD.

d) Student management is not available as on the web where the instructor in many systems the instructor can log in and see where each learner has been and how much they have accomplished. This can be resolved but it requires a hybrid approach including the CD ROM/DVD and an external database usually accessed over the web.

e) Challenge saving note and bookmarks-- saving user data onto the CD ROM or DVD is not possible. This can also be overcome with the use of a hybrid approach so the user can save files externally.[14]

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[14] The advantages http://www.grayharriman.com/e-learning_advantages.htm#3,accessed on January,28 2013

C. Vocabulary

a. The meaning of vocabulary

Vocabulary is a total number of words in a language, list of a words with their meaning. [15] Vocabulary is knowledge, the knowledge of a word not only implies a definition, but also implies how that the word fits the world.[16]

Vocabulary is the most important basic ability to learn English as second language. If we have a lot of vocabulary, we will speak easier learn English. We know that learning vocabulary is very important. Whatever it is spoken or written. In contrast, if we are lack of vocabulary we will get difficulties. Moreover, it makes meaning disorder.

Vocabulary also has some components, Fachrurrozy stated:"the elements of vocabulary are[17]:

a) Spelling is forming words with the correct letters in the correct order, or the ability to do this.[18]

b) Syllable is a single unit of speech, either a whole word or one of the parts into which a word can be separated, usually containing a vowel

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[15] Oxford *Learner's Pocket Dictionary* (Oxford University Press 1991)

[16] Stahl, Steven A. *vocabulary development.* (Cambridge: Brookline book, 1999) P. 153

[17] Fachrurrozy, *Teaching English as a Foreign Language*,(State University of Malang, 2002). P. 10

[18] *Cambridge Advanced Learners' Dictionary* Third Edition on CD-ROM

c) Pronunciation is a way in which language or a particular word or sound is spoken.

d) Stress is when a word or syllable is pronounced with greater force than other words in the same sentence or other syllables in the same word, or a musical note is played with greater force than others in a group

e) Part of speech one of the grammatical groups, such as noun, verb and adjective, into which words are divided depending on their use.

f) Meaning is the meaning of something is what it expresses or represents.

g) Usage is the way a particular word in a language or a language in general is used.

h) Derivates is the origin of something, such as a word, from which another form has developed, or the new form itself.

i) Idiom is a group of words in a fixed order that have a particular meaning that is different from the meanings of each word understood on its own

j) Expression is things that people say, write or do to show their feelings, opinions, or ideas.[19]

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[19] Oxford *Learner's Pocket Dictionary* (Oxford University Press 1991)

Vocabulary are some source is a listing of words used in some enterprise. According to Nation in his book "Teaching and Learning Vocabulary", teaching vocabulary is directly related to some other language activities. If learners need to cover the whole range of language skills, a productive vocabulary of around 3000 base words and large receptive vocabulary are needed. However, teaching vocabulary to young learners is not just simply presenting some words, but it has significant influence to the four language skills.[20]

Vocabulary is one of language components, which has an important role in speaking English. If the students have many vocabularies, they will communicate easier. Students can create sentences by their vocabulary and can easily communicate each other. From this definition, the writer concludes that vocabulary is a number of word or phrases which have meaning that are used in spoken or written language.

b. The important of vocabulary

The important of vocabulary are:

a) An extensive vocabulary aids expression and communication

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[20] I. S. P. Nation, *Teaching and Learning Vocabulary*, (Victoria University of Wellington : Cambridge University press, 1990) P.23

b) Vocabulary size has been directly linked to reading comprehension

c) Linguistic vocabulary is synonymous with thinking vocabulary

d) A person maybe judge by the other based on his or her vocabulary[21].

Vocabulary is one of five speaking ability elements which have an important role. It means, if students have a lot of vocabularies, their speaking will be fluent and they are not confused anymore in pronouncing and producing a lot of words. Conversely if student only has a few vocabularies, it does not guarantee their speaking will be fluent and also they will face some difficulties in pronouncing and producing the words that they want to convey.

c. **The Goal of Vocabulary**

The goal of teaching learning process is that the students get the four language skills. In learning the four skills, they need a lot of vocabularies because it has an important role in communication using target language. According to Hornby "Vocabulary is a list of words with their meaning especially is important for learning a foreign

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[21] Stahl, Steven A. *vocabulary development*. (Cambridge: Brookline Book, 1999) P.3

language". [22] It means that vocabulary mastery is important for learning a foreign language. Vocabulary is important to know, learn and used. Without having a good vocabulary, they can not make meaningful sentences in communication.

d. Types of vocabulary

a) Reading vocabulary

Reading vocabulary is all the words he/she can recognize when reading. This is the largest type of vocabulary because it includes the other three.

b) Listening vocabulary

Listening vocabulary is all the words that can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c) Writing vocabulary

Writing vocabulary is all the words that can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user. [23]

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[22] *The Oxford Adranced Learners Dictionary of Current English.* London: Oxford University Press.

[23] As quoted Lis Athia Farah Rahmani, " *Teaching Vocabulary in SBI Class of SMPN 6 Surabaya*".(State Institute of Islamic Studies Sunan Ampel Surabaya: Unpublished Thesis, 2010)

In language learning, students must learn how to use the word correctly. Vocabulary has many main roles in learning second language. A vocabulary item, sometimes called a lexical item, can be:[24]

a) A single word, for example; cat, table

b) Two or three words that go together to make one meaning, for example; a noun a like *washing machine* or a phrasal verb like *pass out* or *come up with*

c) A multi-word phrase or chunk of language like *as a matter of fact, never mind, thank you.*

In other word, students must know the types of vocabulary. They fall into one of eight different word classes:[25]

a) Nouns   :   word that refers to a person, a place or a thing. For example; *bits, pieces, record, player*

b) Pronouns   :   word used instead of a noun. For example; *I, them*

c) Verbs   :   word or a phrase that expresses an action. For example; *like, looking, doing, to look*

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[24] Jill Hadfield, Charles Hadfield. 2008. *Introduction to Teaching English.* (New York: Oxford University Press). P.45

[25] Scott Thornbury. 2002. *How to Teach Vocabulary.* (England: Longman). P.3

d) Adjectives : word that describes a noun. For example; *old, second-hand, new*

e) Adverb : word that adds information to a verb. For example; *up, quickly*

f) Prepositions : word used before a noun or pronoun to show place, position, time or method. For example; *for, like*

g) Conjunction : word which connect the word. For example; *and, or, but*

h) Determiner : a word which is used before a noun to show which particular example of the noun you are referring to in the phrases *'my first boyfriend'* and *'that strange woman',* the words *'my'* and *'that'* are determiners.[26]

Language learning has several different aspects. They are can be classified into seven categories: vocabulary, grammar, reading, listening, writing, pronunciation, and speaking. Vocabulary helps learners to build their knowledge of words and master the meanings. To support these language learning activities, there are variety types of exercising. There are some types

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[26] Cambridge Advanced Learner's Dictionary, third edition.

of exercising that can be used for vocabulary language learning activities, those exercise types are[27]:

a) Multiple-choice exercises is the form of a question, the learners have to select the correct answer. This is a traditional language learning exercise that is generally used for grammar, listening, and reading. Questions and answers can be made as text or images.

b) Matching exercises is used to find two matching items, they have the same definition or antonyms. There are four kinds of matching exercise such as follows:

- Matching picture and word
- Matching text and pronunciation
- Matching word and definition
- Matching word and word.

c) Permutation exercises are used to require the students selecting items into some order. They can be letters, words, events, and phrases or sentences.

d) Fill-in-the-blank exercises are used to require the students to fill in gap questions. They are used for learning grammar constructions and for developing reading and listening skills.

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[27] As quoted in Mohammad Khador "Using Memory Game Maker to Create Vocabulary Exercise". (State Institute of Islamic Studies Sunan Ampel Surabaya: unpublished thesis, 2012). p.11

e) Type-the-answer exercises are required the learner to build the answers and type them. The learners must type in what they hear including words, sentences, a conversation, song or story.

f) Spelling exercises are used to require learners to find a word correctly. They are used for vocabulary learning.

Category exercises require the learner to put words into groups according to text. They are usually used to help the learners to be master vocabularies in countable and uncountable words.

D. Vocabulary mastery

According to Vale and Feunteun, student has various special characteristics in learning. They as young learners have specific learning needs. Vocabulary mastery is the condition where learners are able to review details of common vocabulary[28].

The appropriate way and supported by suitable of selecting media can be best effort to get maximal result in vocabulary mastery of students in order to reach language competence. Vocabulary is more than lists of target language words[29].

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[28] Vale and Feunteun.*Factors Affecting Guessing Vocabulary in Context*. (England: Language Teaching Publicatios, 1998,) P.2

[29] David Nunan, *Second Language Teaching and Learning*. (Boston : Heinle & Heinle publisher,1992) P.101

From the definition above, the researcher make conclusion that vocabulary mastery is students' ability and students' understanding of word, vocabulary and students able to translate the vocabulary from English to Indonesia.

E. Teaching Vocabulary

Teaching vocabulary is not easy to teach. The teacher must be creative. Teaching vocabulary is not only giving the new words to the students, but also elaborates the new words that are given to the students. Teaching vocabulary is concerned with the technique used in presenting a new word. The teacher has to use the appropriate technique in teaching vocabulary. If the teachers do not use the most suitable technique, teaching learning process will be unsuccessful.

Teaching and learning process will be effective when there are several elements that support each other. The elements are students, teachers, curriculum, method, and environment. These components are the objectives that take a part in contributing to the activity. It means, the components are stages used in teaching vocabulary. Those components are the objectives to be attained, students and teachers, instructional materials, the method of teaching, and evaluation.[30]

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[30] Tjokrosujoso. 1996. *Metode Pengajaran Bahasa.* Jakarta: Gramedia. p.93

The teacher can use the component to be guide the teacher to teach, especially in teaching vocabulary. The component will be useful to manage the class. So with the use of component, the teacher can teach vocabulary well. The teaching learning process is success.

There are six steps how to teach vocabulary well, as below: [31]

1) Choose a list of words to focus on that's an integral part of the students' exiting curriculum. Include words that students find in their everyday lives.

2) Motivate students by creating rewards, games, puzzles and other fun activities.

3) Model proper use of vocabulary words. Have fun with your own vocabulary and students will want to have fun with theirs.

4) The teacher must create a word wall where students write new and interesting vocabulary words.

5) Test the students' vocabulary.

6) Revisit old vocabulary words often, bring them up, casually in class and on quizzes.

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[31] As quoted in Mamluatul Jazilah "The Use of Wise Word in Teaching Vocabulary in The First Year Students of MAN Tambak Beras Jombang". (State Institute of Islamic Studies Sunan Ampel Surabaya: unpublished thesis, 2010). p.18

E. The Characteristics of Junior High School Students

Junior high school students or teenagers categorized into adolescent's learners. In this period, teenagers like to spend their time for hanging around, friends, peers, and often-disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage them. The characteristics of adolescents' learners according to Harmer are:

a) They seem to be less lively and humorous than adults.

b) Identity has to be forgetting among classmates and friends; peer approval may be considerably more important for the student than the attention of the teacher.

c) They would be much happier if such problem did not exist.

d) They may be disruptive in class.

e) They have a great potential creativity and a passionate commitment to things that interest them[32].

Based on the explanation above, the writer concludes that the characteristics of adolescents are period of change, new experiences, learning, instability and the most trying times in life. Schools and teachers should provide adolescents with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher's job is to

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[32] Jeremy Harmer, *the practice of language teaching*, Cambridge, 1998. P, 38

provoke intellectual activity by helping them to be aware of contrasting ideas and concepts, which they can resolve by themselves- though still with the teacher's guidance.

F. Review of related study.

The first previous study is a thesis done by farida hanum entitled the influence of watching cartoon movie clips in learning English vocabulary at the eight grade students of MTs NU Ma'arif Ketegan Tanggulangin. On her research cartoon movie clips are used to make the students easily understand English vocabulary's skill the eighth grade students. The differences score between before and after the treatments are very significant. The result of the treatment authentically increase students' score and change the classroom atmosphere become more enjoyable. [33]

The Second research is a thesis done by Fatkhul Hidayati entitled "The Effect of Using Pictures on Learner's Vocabulary Mastery at Seven Grade of MTs Babussalam Mojoagung Jombang". [34] In her research, she concludes that picture can improve the learner's vocabulary mastery, but the researcher thinks the media is not suitable for Junior High School students or

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[33] Farida hanum. *"the influence of watching cartoon movie clips in learning English vocabulary on the eighth grade of mts ma'arif ketegan tanggulangin"*.(State Institute of Islamic Studies Sunan Ampel Surabaya: unpublished thesis, 2009)

[34] Fatkhul Hidayati. *"The Effect of Using Pictures on Learner's Vocabulary Mastery at Seven Grade of MTs Babussalam Mojoagung Jombang"*. (State Institute of Islamic Studies Sunan Ampel Surabaya: unpublished thesis, 2009)

MTs because the student will feel like a student on the elementary school, so they will be motivated.

The third research is written by Siti Nur Faizah entitled "Using Puzzles to Improve the Seventh Year Student's Vocabulary at MTs Nurul Islam Surabaya".[35] In her research, she concludes that puzzles can improve student's vocabulary mastery. She uses t-test to analyze the data and she find that it can improve the student's vocabulary, but in her test, she uses the same questions, so that students could use the same answers in the previous question.

According to Hung investigated Taiwanese freshmen's listening strategies while watching an interactive CD-ROM for language learning. In addition, ten students were chosen and interviewed individually to triangulate the quantitative results and to yield meaningful information for the study. In brief, the study provides empirical descriptions of listening strategies that Twiwanese freshmen used while watching an interactive CD-ROM and contains instructional implications for teaching listening comprehension. For the next researcher, the students think the CD-ROM is boring. Because the CD-ROM just contains the strategy to improve the subjects' proviciency and there is no others joyful part like song, interesting story and games[36].

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[35] Siti Nur Faizah "*Using Puzzles to Improve the Seventh Year Student's Vocabulary at MTs Nurul Islam Surabaya"*. (State Institute of Islamic Studies Sunan Ampel Surabaya: unpublished thesis, 2010)
[36] Hung, Jui-Chien. "*Taiwanese Freshmen's Listening Strategies in Watching an Interactive CD-ROM" (*http://sparc.nfu.edu.tw/~academic/k/k03/26-3/8.pdf, accessed on February 11, 2014.

From the previous study above, the researcher conclude that different media in teaching vocabulary, but those have similar topic that is about using media in teaching vocabulary. So, those both give great contribution to the researcher who also using media in her study. From those studies can be concluded that the media can improve the effectiveness of techniques of teaching vocabulary. the improvement of interactive multimedia for build vocabulary mastery can help learners gets confidence proficiency and motivation while learning. When interactive CDs was used appropriately in English language classroom, the students should feel enjoyable and easy to learn. and in this study the researcher package the interactive CD as interesting, because there are a lot of variant parts in this interactive CD, such as the main part (text), song, games, tenses, and quiz.