

CHAPTER II

THEORETICAL REVIEW

A. Vocabulary

a. Definition of Vocabulary

Vocabulary is one of the fundamental parts of communication, David Wilkins stated that without grammar very little can be communicated and without vocabulary nothing can be conveyed (Thornbury & Harmer, 2002), additionally vocabulary is crucial to the language acquisition process. People will not be able to participate in discussions if they are unable to understand the meaning of the words used to address them. Cameron (2001) argues that vocabulary as part of a language knowledge has an essential role in learners' language acquisition. Vocabulary is an essential part of a language. If someone wants to learn about a language, the first step is to learn about the vocabulary.

Vocabulary may consist of more than one word, as it can be two or three words which express a single idea. the idea is supported by Schmidt and McCarthy (1997) who said that traditionally vocabulary can consist of more than one word. It is not unusual for a lexeme to be made of a combination of more than one word.

Based on some definition above, it can be said that vocabulary is essentially every word in a language which has a specific meaning and definition. Vocabulary holds importance in the development of students' language skills, especially in speaking, reading, writing and listening.

b. Vocabulary Mastery

In order for someone to avoid mistakes and misunderstandings in communication it is important to master vocabulary. This is an important matter because vocabulary plays a fundamental role in constructing ideas that will be conveyed through communication. Cameron (2001) stated that vocabulary is one of language aspect that should be learned. Vocabulary learning is important because learners have to firstly master vocabulary in order to write, speak and listen properly. this means that in vocabulary learning it is a requirement for learners to understand the meaning and context of vocabulary.

c. Kinds of Vocabulary

There are two kinds of vocabulary according to Hatch and Brown (1995), namely productive vocabulary and receptive vocabulary. Productive vocabulary is words that learners can understand the meaning, pronounce correctly and use constructively in communication. on the other hand, receptive vocabulary is words that the learners cannot produce, but they can understand and recognize

when it used in context. It is the kind of vocabulary that appears in reading text, but it's not used in speaking.

Additionally according to Harmer and Thornbury (2002) the vocabulary classes can be classified as follows:

a. Nouns

Nouns are words that refer to person, place or things. Most sentence contain at least one noun. There are two types of nouns, countable noun and uncountable noun. Some examples of nouns such as: Cat, Manchester, Harry, etc.

b. Verbs

Verbs are words that shows action. There are two classes of verbs, namely lexical verbs or main verbs such as: run, jump, sit, play. The second one is auxiliary verbs or linking verbs which is use for grammatical purpose. The example of auxiliary verb such as: will, may, can, could etc.

c. Adjectives

The function of adjective s to highlight qualities of attributes. Adjective is typically used to describe particular noun. For example, lazy, smart, dark, light, black, white etc.

d. Adverbs

The function of adverb is to modify or change the meaning of any other word class or phrases, except it does not include adjectives and determiner that directly modify a noun.

e. Prepositions

Prepositions is a word or group of words used before a noun, noun phrase or pronoun to show direction, time, place, or to introduce an object. Some examples of prepositions are words like in, at, on, to, etc.

f. Conjunctions

Conjunctions is a word used to connect words, phrases, or clauses. Common examples of conjunction include and, but, or.

g. Pronouns

Pronoun is a word that can function by itself as a noun phrase and that refers either to participants in the discourse or to someone or something mentioned elsewhere in the discourse. Example: I, you, he, it, this etc.

h. Determiners

Determiners is a word that modifies, describes, or introduces a noun. Common examples of determiners are a and an.

From the explanation above, it can be concluded that vocabulary can be classified into different kinds. There are receptive vocabulary and productive vocabulary, and in another opinion, there are at least eight kinds of vocabulary or words namely noun, verb, adjective and adverb, preposition, conjunction, determiner and pronouns.

d. How to Improve Vocabulary

In order to learn words, learners use a range of strategies. Strategies are employed by all language users to manage the ways that they use their vocabulary knowledge in communication (Read, 2000). Vocabulary learning strategies, then, may be considered to be a subcategory of language learning strategies in general. Vocabulary learning strategies are " actions that learners take to help themselves understand and remember vocabulary " (Cameron, 2001).

Thornbury in *how to Teach Vocabulary* suggests some strategies in learning vocabulary, they are:

1. Repetition: the time – honored way of memorizing new material is through repeated rehearsal of the material while it is still in working memory. One kind of repetition that is important is repetitions of encounters with a word. It has been estimated that, when reading, words stand a good chance of being remembered if they have been met at least seven times over spaced intervals.
2. Retrieval: another kind of repetition that is crucial is what is called the retrieval practice effect. This means that the act of retrieving a word from memory makes it more likely that the learner will be able to recall it again later. Activities which require retrieval, such as using a new word in a written sentence.
3. Pacing: learners have different learning styles and process data at different rates, so ideally, they should be given the opportunity to pace their own

rehearsal activities. This may mean the teacher allowing time during vocabulary learning for learners to do memory work – such as organizing or reviewing their vocabulary – silently and individually.

4. Use: putting words to use, preferably in some interesting way, is the best way of ensuring they are added to long – term memory. It is a principle popularly known as use it or lose it.
5. Imaging: best of all were subjects who were given the task of silently visualizing a mental picture to go with a new word. Easily visualized words are more memorable than words that don't immediately.
6. Motivation: simply wanting to learn new words is no guarantee that words will be remembered. The only difference a strong motivation makes is that the learner is likely to spend more time on rehearsal and practice, which in the end will pay off but even unmotivated learners remember words if they have been set tasks that require them to make decisions about them.

B. How to Teach Vocabulary

When it comes to teaching vocabulary there are many techniques that can be utilized. Some of the vocabulary teaching techniques include:

a. Contrast (opposite/antonym)

Teacher can present the meaning of words by contrasting it/using antonyms. For example, hot and cold, big and small, full and empty. This way students can learn two words rather than one.

b. Translation

It is an easy way to present the meaning of words, but it is not easy to translate words. If teachers use this technique, they can save a lot of time, but they need to explain the words in context so that students will not easily forget it.

c. Explanation

Explaining the meaning of a word must include explaining any facts of word use which are relevant. If a teacher is explaining the word “mate” (friend) they need to explain that it is a word used in an informal context, which is more often used to refer to a male friend.

d. The Dictionary

Teachers can ask students to look up a word in the dictionary. This can provide practice in an important language learning skill which is using a dictionary.

e. Create a context

One way to teach meaning, students can deduce the meaning of an abstract word based on the context given.

f. Word games

Word games such as scrabble and crossword puzzles can be used to teach vocabulary. Nowadays those games are available in computer and smartphone application. The use of games is a good way to incorporate technology into the learning process.

C. Learning Media

1. Definition of Media

Media is a tool to convey information from one place to another. In relation to teaching and learning process, the function of media is to make the process more engaging and interesting. Teachers and learners might use media to obtain a specific objective in their learning process.

Learning media is a tool used to convey information to the students. According to Musfiqon (2012) as cited in (Puspitarini & Hanif, 2019) learning media can be defined as a physical or non-physical tool that is used by lecturers to effectively delivers the learning material towards the students.

Learning media if used appropriately can have many benefits, it can become an effective tool to support learning process and moreover it can improve students' motivation which will directly affect their performance in the class. This notion is further support by Sanaky in (Puspitarini & Hanif, 2019) which stated that learning media have some benefits for instance: more interesting learning process, can clarify learning materials, more variety in learning and lastly more engagement between students and teacher in the classroom.

2. Kinds of Media

According to Harmer (2007) There are several types of media that can be used in classroom.

a. The students themselves

Students are "the most useful resource in the classroom" (Harmer, 2007). By using the students themselves, the teacher can do a lot in the classroom.

b. Course book

"Course book is a form of print media. It contains material or verbal information through print. It can also be used as basic instructional guide by the teacher." Harmer (2007)

c. Boards

Boards refer to chalkboard/ blackboard, whiteboard and interactive whiteboard (IWB). Like pictures, boards also are used for several purposes. Harmer (2007) describes that teachers can use boards as (1) notepad, (2) explanation aid, (3) picture frame, (4) public workbook, (5) game board, and (6) notice board

d. Overhead Projector (OHP)

By using overhead projectors, the students can see in front of the class the material which is written or drawn in a transparent. The transparent will be projected by using projectors. Harmer (2007:143)

e. Computer-based presentation technology

Harmer (2007) stated that this instructional media has two vital components. They are hardware and software. The hardware needed for this instructional

media are computer and LCD projector. This instructional media combines both audio and visual material.

D. Concept of YouTube

1. Definition of YouTube

YouTube is one of the most popular video sharing platforms used by people today. Fitchen, Asuncion, and Scapin (2014) say that YouTube is a free video sharing site. Benson (2015) asserts that YouTube is an online service launched in 2005 with the URL <http://www.youtube.com> which allows users to upload and watch videos for internet users to view. Kousha, Thelwall, and Abdoli (2012) said "YouTube is a video sharing website for general use and the third most visited website after Google and Facebook".

According to (Burke et al., 2009) students those who learn videos from YouTube can improve their understanding of learning ingredients. YouTube can be used as e-learning platform that allows teachers and students to publish videos demonstrating understanding of a topic, thereby creating a social and digital skills-specific community.

So, it can be concluded that YouTube is a video sharing site that allows users to load and watch various videos. Videos on YouTube have topics ranging from commercials to videos tutorials for learning videos. In the world of education,

YouTube can also be used for learning media such as learning English by watching YouTube channel.

2. “POC ENGLISH” YouTube Channel

According to the website from pocenglish.com "POC (Piece of Cake) ENGLISH" is a content aiming at facilitating the learning process for students. An innovative teaching method, together with the LMS learning technology ensures an easy, fun and effective learning experience. The main platform of POC ENGLISH is a website and a YouTube channel where we can watch and listen to Maddy (the founder of this channel) share material to improve English skill

Maddy is an English teacher and IELTS instructor based in Italy with more than ten years of teaching experience. Some of the main contents of his YouTube channel includes vocabulary, grammar tips and common mistakes, idioms, phrasal verbs and pronunciation tips.

3. Teaching Vocabulary Using YouTube Video

Harmer (2007) gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

a. Demonstration

The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

b. Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

c. Discovery

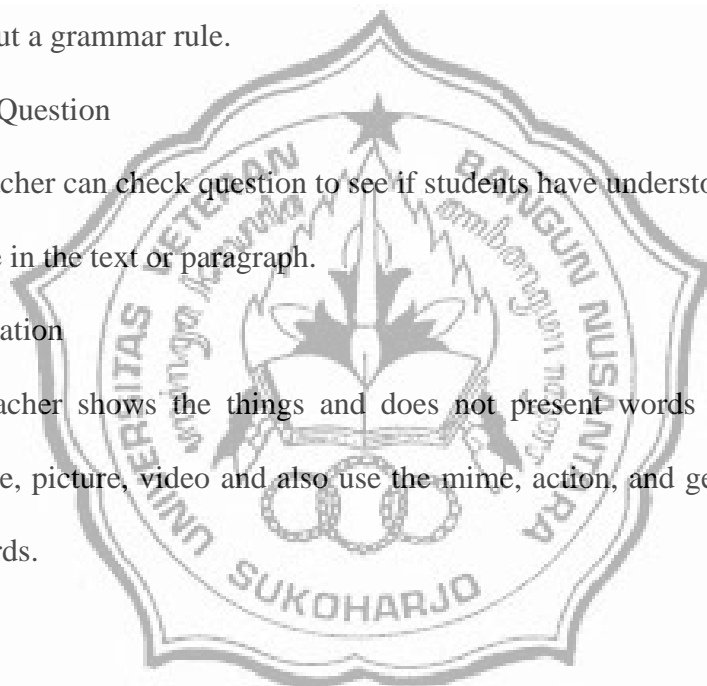
The students can be encouraged to understand new language form by discovering them in a text or by looking at grammatical evidence in order to work out a grammar rule.

d. Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

e. Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.



4. Benefits of Video as Teaching Media

The use of video in the teaching and learning process has advantages and presents abstract ideas in a realistic concept that is free to use at any time. In addition, students can view performances over and over again to emulate without any risk (for example seeing directly the phenomenon of a solar eclipse, volcanic eruptions, etc.) or they can watch their own performance or feedback videos and enhancements.

Harmer (2007) stated there are many advantages in using videos in the teaching and learning process:

- a. Seeing language-in-use, students do not just hear language but they can also see it. They are able know the general meaning and moods that are conveyed through expressions, gestures, and other visual clues. Therefore the viewer can observe the pronunciation and intonation. All of those can assist the viewer to have better understanding of the content in the video
- b. Cross-cultural awareness, which is allowing students a look at situations beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.
- c. The power of creation, when students use video cameras themselves, they are given the potential to create something memorable and enjoyable.
- d. Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks. When teacher tried to involved the students more in learning process and let them have an active role, that trigger an excitement and interest from the students.

E. The Previous Study

In this section the researcher will present some previous related studies to further support this research.

The first study was conducted by Putri Puspa Anggraeni (2022) which focused on the use of Cocomelon YouTube channel as media for introducing English vocabulary towards children aged 6-12 years. The results of the research shows that Cocomelon YouTube channel is an effective media to increase children's vocabulary.

The second study was conducted by Mutiarani (2022) which focused on analyzing students' speaking skill through the use of English with Lucy YouTube channel. The study shows that the YouTube channel is successful in improving students speaking mastery.

There are some similarities and differences between this research and the previous study mentioned above. The similarities is that the research tries to analyzed the implementation of YouTube in learning English, especially vocabulary learning. Meanwhile the difference lies in the approach used for the research. One of the previous research projects was conducted by using quantitative and pre-experimental research, on the other hand this research will be using qualitative approach.