

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher described and discusses about theoretical framework and previous related study.

#### **A. Teaching Media**

According to Asemota, H. E.,(2015), the use of media in the teaching and learning process plays a crucial role in enhancing the effectiveness and engagement of the learning experience. If a teacher relies solely on traditional lecture-based methods, the learning environment may quickly become monotonous and disengaging for students. In such cases, students are likely to lose interest and gradually diminish their motivation to learn. This can result in a situation where students become passive listeners, struggling to remain attentive during lessons. Over time, this could even lead to boredom, with students becoming disengaged and distracted, sometimes even falling asleep in class due to the continuous, one-way flow of information from the teacher (Filgona, J., dkk, 2020).

In contrast, incorporating various forms of media, particularly in the context of language learning such as English, can significantly enhance student engagement and motivation. According to Rahmi, R. (2014), media offers diverse resources that appeal to different learning styles, making the learning process more dynamic and interactive. For instance, videos, audio recordings, educational games, and digital platforms provide students with a multisensory learning experience, which stimulates their interest and makes the lessons more engaging.

This approach allows students to actively participate, interact with content, and apply their knowledge in meaningful contexts, thereby making the learning process more enjoyable and less likely to induce boredom (Aisyah, S., & Haryudin, A., 2020).

Moreover, using media in English language learning helps to contextualize the language in real-life situations, which enhances comprehension and retention. It allows students to hear authentic language usage, see the language in action, and engage with materials that reflect the way English is used in everyday life. This not only keeps the students engaged but also aids in their ability to use English more effectively and naturally.

According to Masterman, L. (2003), in the context of educational media, particularly within language learning, media are generally classified into seven categories based on their forms, functionalities, and the type of engagement they promote.

#### **a. Graphic Media**

Graphic media refer to any type of printed material that presents information visually. These include books, images, photographs, maps, charts, posters, graphs, and diagrams. Graphic media are valuable in language learning as they can visually represent concepts, vocabulary, and grammar rules, making it easier for students to grasp abstract ideas. They also help engage visual learners by providing clear, structured information that enhances understanding and retention.

**Examples:** Textbooks, educational posters, infographics, printed worksheets, maps.

#### **b. Display Media**

Display media are physical boards or surfaces used to showcase or present information to a group of learners. This category includes tools such as chalkboards, bulletin boards, flannel boards, or peg boards. Display media are useful in a classroom setting as they allow teachers to write, draw, and present information to the class in real-time. These boards can display visual aids, notes, or student work, offering a shared focal point for students' attention. Display media are often used in small group settings to facilitate discussions or collaborative activities.

**Examples:** Chalkboards, bulletin boards, flannel boards, whiteboards.

#### **c. Three-Dimensional Media**

Three-dimensional media involve physical objects that have volume and depth, as opposed to flat, two-dimensional forms. These media provide tactile, hands-on experiences for learners, helping them connect abstract concepts to real-world examples. In language learning, three-dimensional media can be used to present models, objects, and visual representations that engage students in active exploration and understanding.

**Examples:** Models (e.g., anatomical models), items, specimens, puppets, globes.

#### **d. Projected Media**

Projected media involves the use of a projector to display images, films, or slides onto a screen or surface. This category includes tools such as slides, filmstrips, transparencies, films, video cassettes, and records. Projected media is beneficial in providing a large-scale visual representation of materials, making it easier for students in larger classrooms to view and engage with the content. It allows for the presentation of multimedia resources, such as videos or photographs, that complement verbal explanations.

**Examples:** Projectors, slides, filmstrips, transparencies, films, video cassettes.

#### **e. Audio Media**

Audio media involve materials that can only be heard and are primarily focused on sound. This category includes tools such as radio, audio cassettes, gramophones, and records. Audio media are valuable in language learning, particularly for developing listening skills. Students can listen to authentic materials, such as podcasts, radio programs, or language recordings, to improve their comprehension and pronunciation. Audio media also help expose learners to different accents, dialects, and cultural contexts.

**Examples:** Radios, audio cassettes, podcasts, recorded language lessons.

#### **f. Video Media**

Video media combine both audio and visual elements to present information through moving images and sound. This category includes materials such as television programs, video cassettes, DVDs, CDs, and content accessed via computers or the internet. Video media offer a dynamic way to engage students by presenting visual narratives or demonstrations that support language learning. They can be used to show real-life interactions, films, documentaries, or instructional videos that provide context for language use.

**Examples:** Television, video cassettes, DVDs, online videos (e.g., YouTube), educational films.

#### **g. Activity Media**

Activity media refer to tools or resources that enable students to participate in specific learning activities or interactive experiences. These activities encourage engagement and active learning by involving students directly in the learning process. Activity media can include field trips, dramatizations, presentations, role-playing, and hands-on activities that promote collaborative learning and skill development. These types of media are effective in encouraging student participation, critical thinking, and problem-solving skills.

**Examples:** Field trips, role-playing, dramatizations, interactive presentations, group projects.

## **B. Concept of Animation**

According to Munir, F. (2016), animation video is a type of animated film produced through computer animation, where static images are transformed into moving video sequences. There are two main types of animation video: **2D (two-dimensional) animation** and **3D (three-dimensional) animation**.

In **2D animation**, images are created in a flat, two-dimensional space, and the characters and backgrounds are drawn or generated in two dimensions. These images are then sequenced and played in rapid succession to create the illusion of movement. Classic examples of 2D animation include traditional hand-drawn cartoons and computer-generated images that maintain a flat appearance (Munir, F., 2016).

On the other hand, **3D animation** involves creating characters, objects, and environments in three dimensions, giving them a more lifelike and realistic appearance. This technique uses sophisticated computer software to model and animate characters and scenes, providing depth, texture, and volume to the visuals. 3D animation is commonly used in modern animated films, offering a more dynamic and immersive viewing experience (Munir, F., 2016).

Both types of animation video serve as powerful visual storytelling tools and are widely used for entertainment, education, and artistic expression.

## **C. Animation Video as a Medium in Teaching**

According to Mayer (2021), the **Multimedia Learning Theory** posits that learning is more effective when information is presented through two primary channels: **visual** (such as images, videos, and animations) and **verbal** (such as

narration and spoken language). Mayer also developed a set of **multimedia design principles** grounded in cognitive and experimental research, aiming to optimize how learners process and retain information.

### **1. Three Main Assumptions**

#### **a. Dual Channel Assumption**

The brain processes information through two separate channels:

- **Visual-pictorial channel** (processing images, videos, and text).
- **Auditory-verbal channel** (processing narration and spoken words).

#### **b. Limited Capacity Assumption**

Each channel has a limited capacity to process information at any given time. Overloading either channel with too much information can overwhelm the learner's working memory, reducing learning effectiveness.

#### **c. Active Processing Assumption**

Learners actively construct understanding by:

- Selecting relevant information from the input.
- Organizing that information into coherent mental models.
- Integrating new information with existing knowledge in long-term memory.

### **D. Concept of Vocabulary**

According to Yudha, H. T., & Mandasari, B. (2021), vocabulary is a fundamental component in the process of learning a foreign language, as it serves as the basic building block upon which other language skills are developed. It can be compared to the foundation of a building: just as a house cannot stand without

a strong foundation, effective language learning cannot occur without a solid understanding of vocabulary. Vocabulary acquisition is essential because it enables learners to comprehend and produce meaningful language. Without sufficient vocabulary, the ability to engage with the language in any meaningful way, whether through speaking, writing, listening, or reading, becomes severely limited (Sari, S. N., & Aminatun, D., 2021).

Before students can develop proficiency in the four primary language skills: listening, speaking, reading, and writing, they must first build a strong vocabulary base. According to Syarifudin, A., Marbun, R., & Novita, D. (2014), this is because vocabulary is the essential tool that allows learners to understand the meaning of words and phrases, form sentences, and express themselves effectively. For example, a student cannot fully understand a story in English if they do not know the basic words and structures necessary to comprehend it. Similarly, they will struggle to express their thoughts clearly in spoken or written English if they do not have the vocabulary to convey those ideas.

Vocabulary can be categorized into different types based on the duration and the way it is processed or stored in memory. Understanding these distinctions is important in language learning, as it helps learners and educators to target specific areas of vocabulary development. Here are some common types of vocabulary based on time and context:

a. **Short-term vocabulary**

Short-term vocabulary refers to words that are temporarily stored in a learner's memory and used in the immediate context. These words are



typically used for a short period, such as during a conversation or task, and might be forgotten after the task is completed (Altalhab, S., 2018).

**b. Long-term vocabulary**

Long-term vocabulary refers to words that are firmly stored in a person's memory and can be recalled over time, even after long periods of not using them. These words are part of a learner's permanent vocabulary and are more deeply embedded in their cognitive system (Altalhab, S., 2018).

**c. Active vocabulary**

Active vocabulary refers to the words that a learner can actively produce and use in speaking and writing. These words are actively recalled and used in communication (Nemati, A., 2010).

**d. Passive vocabulary**

Passive vocabulary refers to the words a learner can recognize and understand when they hear or read them, but they might not actively use them in speaking or writing (Nemati, A., 2010).

**e. Receptive vocabulary**

Receptive vocabulary is closely related to passive vocabulary. It consists of words that a learner can understand when they hear or read them, but they might not yet be able to use them actively in speech or writing (Maskor, Z. M., &Baharudin, H., 2016).

#### **f. Productive vocabulary**

Productive vocabulary refers to words that a learner not only understands but can also use correctly in speaking and writing. This type of vocabulary is actively produced and is essential for effective communication (Maskor, Z. M., & Baharudin, H., 2016).

#### **E. Teaching Vocabulary**

Teaching vocabulary is a crucial aspect of language education, as it directly influences a learner's ability to communicate effectively and comprehend written texts. Effective vocabulary instruction supports not only language development but also cognitive processes such as reading comprehension and writing proficiency. Recent research highlights the importance of using varied strategies to enhance word knowledge and retention. According to Nation (2001), "Vocabulary learning involves repeated meetings with words in a variety of contexts. This repeated exposure strengthens memory of word form, meaning, and usage" (p. 76). This underscores the need for rich and frequent engagement with vocabulary in meaningful contexts to facilitate long-term acquisition.

In the school where the researcher conducted the study, the researcher will discuss vocabulary about daily activities and vehicles that have been adapted to the applied curriculum. To introduce this vocabulary, researchers use video animation as a medium for the learning process. This video animation features videos that introduce vocabulary from the school curriculum.

First, to introduce the vocabulary of daily activities, the researcher used the video “My Day.” This video presents various daily activities, including waking up, having breakfast, taking a shower, and others. This animated video will invite students to see and understand the vocabulary presented.



**Picture 2.1. My Day**

Second, to introduce daily activities vocabulary, researchers used the video “Daily Activities for Kids.” This video introduces daily activities and provides simple example sentences. Students will be invited to watch and understand the vocabulary conveyed through this animated video.



**Picture 2.2. Daily Activities for kids**

Third, to introduce the vocabulary of daily activities, researchers used the video “Everyday.” This video introduces daily activities with songs. Students will

be invited to watch and understand the vocabulary conveyed through this animated video.



**Picture 2.3. Every day**

Fourth, to introduce transportation vocabulary, the researcher used the video “Transportation.” This video introduces several names for transportation. Students will be invited to watch and understand the vocabulary conveyed through this animated video.



**Picture 2.4. Transportation**

Fifth, to introduce transportation vocabulary, researchers used the video “Transportation Sounds.” This video introduces some transportation names and the sounds of transportation. Students will be invited to watch and understand the vocabulary conveyed through this animated video.



**Picture 2.5. Transportation Sounds**

Sixth, to introduce transportation vocabulary, researchers used the “ground transportation” video. This video introduces some transportation names and provides transportation information. Students will be invited to watch and understand the vocabulary conveyed through this animated video.



**Picture 2.6. Ground Transportation**

Vocabulary teaching is an important aspect of foreign language learning, especially for elementary school students who are in the early stages of language acquisition. One of the figures who made a major contribution to the theory of vocabulary teaching is Paul Nation. He emphasized that in the early stages of learning, the main focus should be on understanding the meaning of words and written forms, not on pronunciation.

According to Nation (2001), vocabulary knowledge consists of three main components:

1. Form: includes spelling, written form, and spoken form.
2. Meaning: an understanding of the meaning of words, both denotatively and connotatively.
3. Use: the ability to use words in context, including grammar and collocation.

In the context of elementary school children, Nation suggests that teaching should focus on recognizing word form and meaning first, while pronunciation can be taught gradually or through indirect exposure. “Learners need to meet words in written or spoken form and learn to recognize them mainly for meaning first, not necessarily pronunciation” (Nation, 2001, p. 40).

## **1. Technique in teaching vocabulary:**

### **a. Special uses of visual aids**

According to Allen, V. F., (1983), a suitable teaching technique for young children is to use visual aids. Children love using visuals such as picture flashcards, posters, short videos, or pictures from storybooks. Visual aids help them understand the meaning of words quickly and without translation.

Here are the basic teaching techniques for children based on Allen's approach:

- 1). Use real context and visuals.

- Real context

Children tend to remember words better if they can see how they are used in everyday life or in stories they understand.

- Visuals

Children tend to think visually and kinetically and learn faster when they can see or touch what they are learning. Use pictures, videos, and real objects (reality) such as vehicles, fruits, toys, or stationery.

- Video media integration

Video combines visual, audio, and context elements together, which is very effective for children's vocabulary learning.

Example of application:

- Educational animated video

It features a simple learning video to introduce new vocabulary.

- Video-based activity

After watching the video, invite children to discuss the vocabulary that emerged, for example, with the question “What do you ride to school?” or “What is the picture in the video?”

2). Playful and interactive activities

- Matching game

- Guess the picture.

3). Repetition through videos, songs, and stories

- Use simple videos or songs.

- Read a short picture story with the target word repeatedly.

4). Connect to the child's world.

- Relate the vocabulary to the child's experience.

- Example: What do you ride to school?

-Children are more likely to remember words that are meaningful to them personally.

5). Teach vocabulary based on themes.

-Teach vocabulary in theme (transportations and daily activities).

-This helps children organize information in the brain and strengthens memory.

6). Use simple English and avoid translation.

- Instead of translating into the native language, Allen suggests using simple definitions or demonstrations.

#### **F. Using Animation Video as a Medium in Teaching.**

According to Hamalik, as cited by Roslindah (2024), several principles for using animation video in the classroom are suggested. The following are the steps of implementing vocabulary acquisition teaching using.

Animation video:

1) Choose an appropriate animation video:

Choose an animation video that is appropriate for the age and language level of the students. The animation video should also have a clear storyline and contain vocabulary relevant to the learning objectives.

2) Pre-teach the vocabulary words:

Before showing the animation video, the teacher taught the vocabulary that was going to be used in the video first. This was done through various activities, such as picture cards, matching games, and sentence completion exercises.



3) Play the animation video:

Play the animation video to the students and ask them to pay attention to the vocabulary taught earlier. Encourage students to take notes and ask questions about the vocabulary.

4) Post-teach vocabulary words:

After watching the animation video, review the vocabulary with the students. This can be done through various activities, such as word association games, sentence building exercises and role-playing activities.

5) Assessing vocabulary mastery:

Assess students' vocabulary mastery through various assessment methods, such as quizzes, tests, and writing assignments. Provide feedback to students and adjust teaching methods as needed.

### **G. The Procedure of Teaching Vocabulary by Using Animation Video as a Media**

The procedure of using animation video that the researcher will apply to learn vocabulary is as follows:

Pre activities

In the brainstorming activity, the teacher asks some vocabulary related to the topic.

- a. Do you know the transportation?
- b. What is “motorcycle” in Indonesia? Show a picture card

Main activities

- a. The teacher **played** the animation video, **invited** the students to watch it, and **asked** them to pay attention to the vocabulary that had been taught earlier. The teacher also **encouraged** the students to take notes and **ask** questions about the vocabulary.
- b. The teacher **stopped** the animated video at a certain part and then **invited** the students to discuss and **review** the vocabulary that had been presented using simple English, such as, "What did you ride to school?"
- c. The teacher **asked** for the meaning of the vocabulary in the animation video in Indonesian and **asked** the students to remember it.
- d. The teacher read the vocabulary with the students and asked them to repeat it correctly.
- e. The teacher **noted** any problems the students **had** with vocabulary, reading, and comprehension.

#### Post activities

- a. The teacher **gave** an assignment to write down the vocabulary and its meaning from the animation video that the students had watched.
  - b. The teacher **evaluated** the students' answers and **gave** a brief explanation of the answers.
- The teacher also **gave** a test.
- c. The teacher **evaluated** the students' performance to determine whether the objectives of the learning activities **had been achieved** or not.
  - d. The teacher **assigned** the students to watch an animation video at home.
  - e. The teacher **ended** the class.

## **H. Previous Related Research**

In this research, the researcher used three previous research as references such as;

The first was written by Silfia, L., Rusli, T. I., & Nasrullah, R. (2018), entitled "Teaching vocabulary to young learners by using animation video". This study is a classroom action research (CAR) on utilizing animation video in teaching vocabulary to young learners. Therefore, the objective of this study is to find whether the use of animation video can improve vocabulary mastery of grade IV students of SDN 2 Baruga. This research is conducted within two cycles in which each cycle consisted of three meetings. Either the first cycle or the second cycle consisted of planning, action, observation/evaluation, and reflection. The subject of this study was students at grade IV of SDN 2 Baruga. A number of the students in the class were 30, with 8 male and 22 female. Then, the instruments used in this study included an observation sheet of teachers' and students' activity and a vocabulary test. The researcher found that teaching English by using animation video can improve students' vocabulary at grade IV of SDN 2 Baruga. In other words, the students' vocabulary at grade IV of SDN 2 Baruga improved by using an animation video. Then for the similarity, Silfia, L., Rusli, T. I., & Nasrullah, R. (2018) used animated videos as a medium for teaching vocabulary. Then for the difference, Silfia, L., Rusli, T. I., & Nasrullah, R. (2018) used class action research (CAR), while the researcher used a pre-experimental.

The second was written by Munawir, A., Inaya, N., Firmansyah, N. P., & Huda, N. (2022) entitled “Students’ vocabulary mastery by using animation videos on English language teaching”. The purpose of the study was to determine whether or not the second-year students at MTs As' adiyah Putri 1 Sengkang benefit from using animation videos to expand their vocabulary. The pre-experimental approach was used by the researcher, who used a one-group pre-test and post-test design. The second year of MTs As' adiyah Putri 1 Sengkang in the academic year 2020-2021 made up the study's population. The information was gathered via a vocabulary exam (pre-test and post-test). Cluster random sampling was employed as the sampling method. The researcher conducted a t-test study to determine whether or not the usage of video as a teaching tool improved students' vocabulary. The examination of the data revealed a substantial difference between the pre-test and post-tests. Based on the study's data and analysis, the author came to the conclusion that employing video as a teaching tool improved the vocabulary of second-year MTs As' adiyah Putri 1 Sengkang. Then for the similarity, Munawir, A., Inaya, N., Firmansyah, N. P., & Huda, N. (2022) use animation videos as a medium for teaching vocabulary. Then for the difference, Munawir, A., Inaya, N., Firmansyah, N. P., & Huda, N. (2022) use the second year of MTs As' adiyah Putri 1 Sengkang in the academic year 2020-2021 made up the study's population, while the researcher uses fourth-grade students of SDN 04 OKU as the population and sample.

The last one was written by Agustina, A. (2019) entitled “the use of animation video to improve vocabulary mastery of the third grade students at

SDN Nambaan 1 Kediri". The research aims to improve vocabulary mastery of the third-grade students of SDN Nambaan 1 Kediri. In this research, the researcher used Classroom Action Research that consists of one cycle. The subject of the research was the third-grade students. The cycle consisted of two meetings. The cycle consisted of four steps: planning, acting, observing, and reflecting. The data were gotten from the observation sheet, testing, and questionnaire. The test result showed the improvement of the students' achievement before and after the action in cycle I. In cycle I, the students' mean score in test I was 70.2. In test II, the result had been optimal; it was 83.5. It indicated that the scores of students are higher than KKM (criteria of success), which is 75. Based on the result, it can be concluded that the students' achievement increased and the implementation of the research was a success. So the researcher did not need to conduct cycle II. The action research findings showed that "the use of animation video can improve the students' vocabulary mastery." Then for the similarity, Agustina, A. (2019) uses animation videos as a medium for teaching vocabulary. Then for the difference, Agustina, A. (2019) uses class action research (CAR), while the researcher used pre-experimental.