CHAPTER II

LITERATURE REVIEW

A. Young Learners Vocabulary Skills For Elementary School

1. Definition Of Vocabulary Skills

The early stages of vocabulary development do not necessitate any effort. Baby imitates words they hear, gradually connecting them to objects and behaviors. This is terminology for hearing. As the child's intellect develops more dependent on its capacity to express itself without only movement and voice, the spoken vocabulary follows. Through inquiry and teaching, anomalies and linguistic abnormalities can be found once vocabulary for reading and writing has been mastered.

A literate student in grade one has twice as many words in their vocabulary as a student who is less fortunate. This disparity does not often get smaller. This translates into varying vocabulary sizes around age five or

six, when a youngster who speaks English would know between 2,500 and 5,000 words. Approximately 3,000 words are learned annually by an average student, or eight words per day. The expansion of one's vocabulary peaks after leaving school. Then, via activities like reading, playing word games, and taking part in vocabulary programs, people can increase their vocabulary.

The basic component that any language requires to compose a sentence is vocabulary. One of the factors that determines how well a speaker or writer performs in encounters is the presence of this quality. Vocabulary, according to Harmand and Stork (1976:250), is a collection of terms that speakers or writers can use (hafid rosyidi, 2015). Additionally, according to Hindmarsh R. (1980), Vocabulary is a crucial component of language ability and plays a big role in how well kids talk, listen, read, and write (Nankindu, 2020).

2. Kinds of Vocabulary

A vocabulary is a form of language that is very important in mastering language skills. Hatch & Brown (1995) divide two kinds of vocabulary, namely receptive and productive vocabulary. Receptive vocabulary is the ability to recognize words and remember the meaning of the word, while productive vocabulary is the ability to recognize words and remember the meaning of the words, and is also used in the ability to speak or write at in right time.

a) Receptive Vocabulary

Receptive vocabulary is all words that we can understand which includes words that are written, spoken, or signed. In general, receptive vocabulary exists because it develops before expressive vocabulary appears at the beginning of language development, and also receptive vocabulary is larger than expressive vocabulary.

However, language development in childhood is more complex and expressive vocabulary development sometimes exceeds receptive vocabulary and vice versa.

b) Productive Vocabulary

Productive vocabulary is words that students can understand, and can be used constructively in writing and speaking, and can be spoken properly and correctly. Productive vocabulary is an active process in which students can produce words and express their ideas to others. It also requires a receptive vocabulary as well as the ability to write and speak at the right time.

3. Frequency and Vocabulary Types

The most influential and widely used vocabulary types are Nation's (2001) four-part categorization. Basing his idea on the criteria of frequency (i.e. number of times a word occur in a

text) and range (i.e., number of texts a word occur in), he divides vocabulary occurring in any text into four categories: (1) high-frequency vocabulary, (2) academic vocabulary, (3) technical vocabulary, and (4) low-frequency vocabulary

1. High-Frequency Vocabulary

   High-frequency vocabulary contains vocabulary which occurs so frequently in all texts, and makes up the majority of running words of the texts. Therefore, this vocabulary is extremely useful for learners especially in the early stage of learning a language. Learning this vocabulary will provide learners with the highest return for their learning efforts since that they will meet and use it often. Nation and Meara (2010) strongly suggest any words within this category to be the first and main vocabulary goal for learners, and encourage both teachers and learners to do as many efforts as possible to ensure these words are learned well.

   Although this vocabulary makes up the majority of running words in all texts, it consists of a relatively small number of words.

This is considerably a fortunateness for many learners. In English, the high-frequency vocabulary has traditionally been thought to consist of around 2,000 most frequent word families (Schmitt and Schmitt, 2014) which make up

around 80% of the running words in written texts and around 90% of spoken texts (Matsuoka, 2012). The origin of the 2,000 figure, as Schmitt and Schmitt (2014) note, is largely from the influence of West's (1953) General Service List (GSL) and the reinforcement by research over 50 years old.

2. Academic Vocabulary

Academic vocabulary is the next word frequency band for learners to focus on after the high-frequency vocabulary. This vocabulary consists of non-high-frequency vocabulary which occurs frequently in

academic texts no matter what subject areas are being concerned (Nation, 2001). Therefore, this vocabulary is essentially useful for learners wishing to study at tertiary level where English is used as a medium. It is the most important vocabulary to understand a variety of academic texts.

The most influential list of the academic vocabulary is Coxhead's (2000) Academic Word List (AWL) containing around 570 word families that are not in the most frequent 2,000 word families in West's GSL, and occur so frequently across a wide range of academic texts. The list was made by examining the frequency (i.e. the number of times a word occur in texts) and the range (i.e. the number of different texts where a word occurs in) of words across a variety of academic texts from

a variety of subject areas which include Humanities,

Commerce, Law, and Science (Coxhead, 2000). The whole corpus contains approximately 3 million running words or tokens. Typically, the AWL provides up to 10% coverage of the running words of academic texts, and is worth studying for learners in senior secondary school and university (Nation 2004).

3. Technical Vocabulary

There are some vocabulary reasonably common in a particular subject area but not so common in other areas. This type of vocabulary is referred to as technical vocabulary. This

vocabulary consists of vocabulary that is very closely related to a topic or subject area of a text (Nation, 2001). Therefore, this vocabulary

usually differs from subject area to subject area. It is important to realize that this vocabulary could come from either high-frequency vocabulary, academic vocabulary or low-frequency vocabulary.

The technical vocabulary typically covers 20-30 per cent of the running words of a specialized text (Chung and Nation, 2003). Its size may vary from around 1,000 to 5,000 word families (Nation, 2008 as cited in Matsuoka, 2012). For example, the technical vocabulary of anatomy would include words like xiphoid, vascular, neck, chest, skin, superior, posterior, transverse, cranial, disease and girdle (Chung and Nation, 2003). Some of this vocabulary are found in the high-frequency words, some may be in the academic words and much of it consists of words occurring only in the fields of medicine

and anatomy. This technical vocabulary is worth focusing for learners who are specializing in that fields.

4. Low-Frequency Vocabulary

In contrast to the high-frequency vocabulary, low-frequency vocabulary consists of vocabulary that occurs so infrequently in texts. This vocabulary is found to be the largest group of words among others, but covers only a small proportion of the running words of any text (Nation 2001; Schmitt and Schmitt 2014). It accounts for around 5% of the total running words in most texts (Chung and Nation, 2003). This vocabulary includes all the remaining words which are not in the high-frequency vocabulary, not in the academic vocabulary, and not in the technical vocabulary for a particular subject area (Nation, 2001). In a

more operational description, vocabulary scholars use a word frequency level band to define what words are in this group and to set its boundary. The traditional boundary was thought at the 10,000+ level, which means any vocabulary existing beyond the 10,000 frequency level. More recently, Schmitt and Schmitt (2014) propose in order to lower this boundary to the 9,000+ level, on the basis of a more recent corpus study by Nation (2006) which concluded that the most frequent 8-9,000 word families are sufficient to provide the vocabulary resources needed to be able to comprehend a wide range of English authentic texts.

4. Development Vocabulary Principles

Word development should be a significant and continuing component of classroom instruction because words are the author's most important

instrument. There are general principles for teaching vocabulary for young learners. They are as follows:

a. Teachers provide students several chances to hear and utilize words in a variety of circumstances. To learn the meaning of words, children must often hear and use them. Several studies, kids require between seven and twelve opportunities to hear and use a new word in a relevant situation before they may learn it (Carlisle et al., 2013). Teachers can deliberately create opportunities to use words so that children can understand their different connotations.

b. New terms must be exposed to English learners to a combination of direct instruction and exposure to words in everyday routines. English learners can learn words when they interact with peers and adults in the classroom. However, they also need a teacher or adult to teach them the meaning of words directly. In a busy classroom

life, it is important to set aside specific times for hands-on instruction that supports learning specific words (Carlisle et al., 2013).

c. Teachers hold to the principle of leveraging word knowledge in the first language: Several studies have demonstrated the importance of using English learners' first language to enhance children's learning (Wasik & Hindman, 2020). Teachers can use children's first language to help them understand and use new English words.

d. Teachers should consider that English learners come to class with different levels of English proficiency. Some children know English and their home language from birth, while others experience English for the first time when they start school. Depending on children's ability in English, teachers need to use different strategies to improve children's understanding and learning of new words (Holidazia & Rodliyah, 2020).

e. Teachers and schools build direct connections between sociocultural experiences of children at home and in their communities. Children learn new words when they can relate them to their background knowledge and experience (Dasri, 2017).

Based on theories, concepts, and literature, the researcher can say that young learners' methods for learning and developing vocabulary in the setting of this study are those of elementary school pupils to acquire and understand new meanings and knowledge from information and content or messages. It has several indicators, namely: a). Pronunciation of intonation, b). Writing accuracy, c). Meaning and function of words, and d). Low motivation.

B. Toy Story Cartoons

1. Review of Toy Story Cartoons

Disney released the English-language of its animated feature film Toy Story in the United States in

1995. Toy Story, a computer-animated companion film, was produced in the US by Pixar Animation Studios and released by Walt Disney Pictures. It is Pixar's first feature film, the first totally computer-animated feature picture, and John Lasseter's feature directing debut. Based on a plot by Pete Docter and Joe Ran, the script was written by Joss Whedon, Andrew Stanton, Joel Cohen, and Alec Sokolow. Stanton, Pete Docter, Joe Ranft, and Pete Lasseter.

Toy Story made its international debut at the El Capitan Theater in Los Angeles, California, on November 19, 1995. It became accessible to North American audiences on November 22, 1995. For the length of its opening weekend, it was the highest-grossing film, earning $373 million worldwide. The film was nominated for three Academy Awards, including Best Original Screenplay, Best Original Song for "You've Got a Friend in Me," and Best Original Score. It also received a Special Achievement

Academy Award. The first year it was eligible, 2005, the film was listed to the National Film Registry for being "culturally, historically, or aesthetically important."

The movie Toy Story has the advantage of using 3D animated film media, which is more likely to catch students' attention since it appears more vibrant and real. Furthermore, this movie mostly uses English by employing vocabulary that is simpler for pupils to comprehend. One visual tool that can be utilized in a vocabulary session is a movie. It enhances the enjoyment of lessons. It can also be used to more clearly set up the environment for writing lessons so that the learning process is highly engaging for the kids.

In order to expound on the potential language acquisition hypothesis, the Marxist psychologist Lev Vygotsky's theory of learning provided the theoretical foundation for examining literacy engagement during

story sharing with books, iPads, and other media. Vygotsky believed that interaction with media and other people helps people acquire languages (e.g., cartoons) (Arifani, 2020).

The use of cartoon films for various EFL/ESL teaching and learning objectives has been studied by a number of scholars. The benefits and drawbacks of using cartoon videos in EFL/ESL teaching and learning have also been discussed. According to Danan (2019), audio-visual resources like cartoon videos may be useful teaching aids in the study of a foreign or second language since they can enhance students' listening abilities, provide context, and boost understanding.

2. Toy Story Cartoons as Learning Media

The animated cartoon film Toy Story was chosen as an alternative problem solving for fifth grade elementary school students to develop skills and mastery of vocabulary as a motivation for student learning. The advantages of using cartoons as learning

tools include the fact that they can leave a lasting impact on teachers and students and that the sounds and motions they depict are accurate representations of reality (Anugrah Putri, 2013).

To grab the students' interest and motivation, teachers must identify or create creative and intriguing learning materials. Because animated movies are interesting, using them in the classroom can enhance both the process and the results of learning. Students have shown interest in an animated movie, for instance. Since as many senses as possible are used in this situation, notably the ears and eyes, which are used to absorb information, it is hoped that the information would be simple to interpret. Consequently, it is crucial to create engaging animated movies as learning media.

Based on the theory above, the researcher can conclude that toy story cartoons for elementary school students in the context of this study is a strategy used to teach English vocabulary in an interesting and funning

audio-visual form. It contains several indicators, namely: a). facilitating English vocabulary, b). students enjoy the learning process, and c). invite positive values.

C. Relevant Previous Studies

There are several studies have relevance to previous studies which guide researchers in conducting this research. Here are some studies:

The first pevious study by Ahmad Munawir (2022) with the title "*Students' Vocabulary Mastery By Using Animation Videos On English Language Teaching*", The goal of the study was to assess whether or not employing animation movies to increase vocabulary benefits second-year students at MTs As'adiyah Putri 1 Sengkang. To ascertain whether or not using video as a teaching medium enhanced students' vocabulary, the researcher performed a t-test study. The analysis of the data showed a significant distinction between the pre-test and post-test. By looking at the significance value,

it could be shown. The author concluded that using video as a teaching technique increased the vocabulary of second-year MTs based on the study's data and analysis. Sengkang As'adiyah Putri 1.

The second previous study is conducted by Marta Widiawitasari Br Simamora and Lulud Oktaviani (2020) *"What Is Your Favorite Movie?: A Strategy Of English Education Students To Improve English Vocabulary"*. The researcher draws the following two conclusions from the data examined: Because they frequently learned new terms from movies, they were able to (1) increase their vocabulary and (2) mastery of the language. Kids learn English more quickly the more movies they watch since they can pick up the language from the situations and facial expressions of the actors and actresses as well as from listening activities.

The third previous study, titled "Teachers' Perceptions about Using Songs in Vocabulary

Instruction to Young Language Learners," was published in the journal by Tien Cam Nguyen and Huan Buu Nguyen (2020). The results show that teachers had favorable opinions of the songs used to teach young students vocabulary. Additionally, The results provide teachers with insightful perspectives on the effectiveness of including songs in increasing young learners' vocabulary by providing suggestions on how to use songs to enhance young learners' vocabulary. The report finishes with pedagogical recommendations for additional research into finding other strategies to maximize vocabulary learning in young learners.
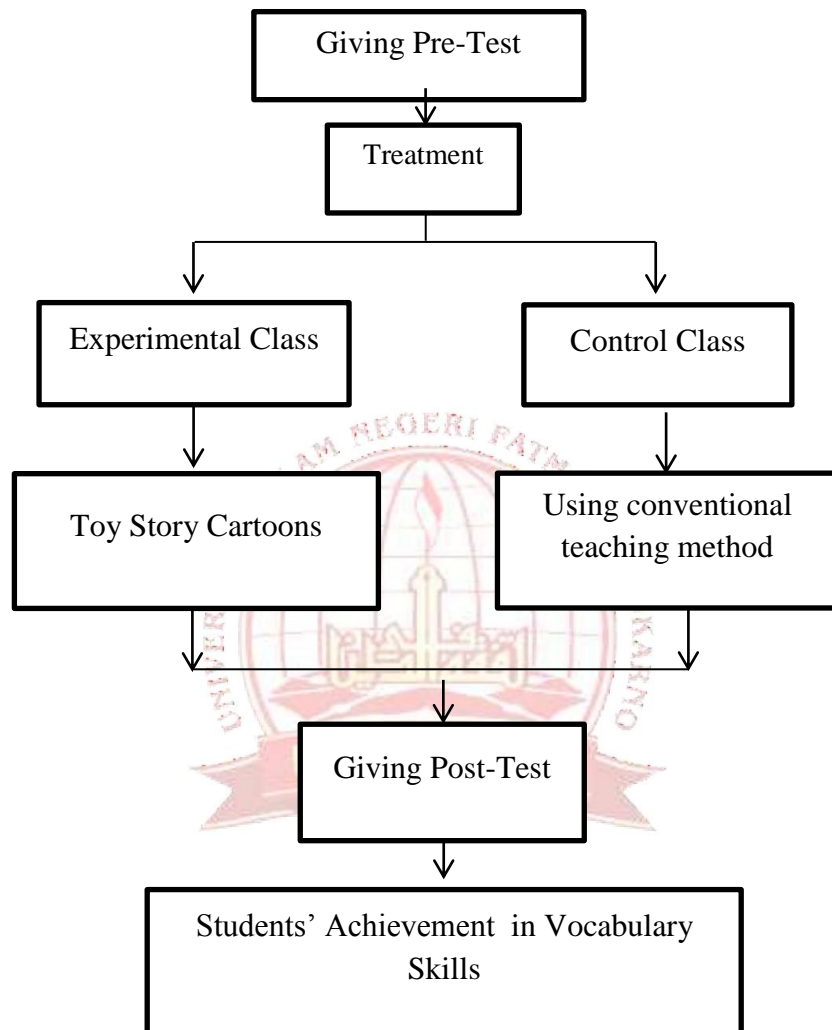
D. Theoretical Framework

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Figure 2.1 Conceptual Framework

D. Hypothesis Theoretical

Based on the research problems above, the researcher argues that the research's hypotheses are :

1) H_0 (null hypothesis)   : There is no a significant of use Toy Story Cartoons toward developing Young Learners Vocabulary Skill at fifth grade of SD N 74 Kota Bengkulu

2) H_a (alternative hypothesis) : There is a significant of use Toy Story Cartoons toward developing Young Learners Vocabulary Skill at fifth grade of SD N 74 Kota Bengkulu