

CHAPTER II

LITERATURE REVIEW

A. Young Learners Vocabulary Mastery for Junior High School

1. Definition of Vocabulary

Initially, in the infant phase, vocabulary growth does not require effort. Babies hear words and imitate them, eventually associating them with objects and actions. This is listening vocabulary. The speaking vocabulary follows, as the child's mind becomes more dependent on its ability to express itself without mere movement and sound. Once reading and writing vocabulary is achieved – through questioning and education – anomalies and language irregularities can be discovered.

In grade one, a lucky student (i.e. a literate student) knows twice as many words as a disadvantaged student. Generally, this gap does not tighten. This translates into various vocabulary sizes at five or six years of age, by which time an English-speaking child will know about 2,500–5,000 words. An average student learns about 3,000 words per year, or about eight words per day. After leaving school, vocabulary growth reaches its peak. People can then expand their vocabulary by

engaging in activities such as reading, playing word games, and participating in vocabulary programs.

Vocabulary is the main part that must exist in the preparation of a sentence in every language. Its existence is one of the determinants of the assessment of the quality possessed by a speaker or writer in their interactions. Harmand and Stork (1976:250) state that vocabulary is a stock of words available to speakers or writers. In addition, Hindmarsh R (1980) states that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.

Based on the theory of Henry Tarigan 1993: 3, this research is a type of productive vocabulary because even though students have not applied the use of English in daily conversation, students' vocabulary mastery can be used as knowledge of the surrounding environment around students so that students have no difficulty identifying surrounding objects using English. In addition, productive vocabulary was chosen because this type of vocabulary is easier for young learners students to accept in learning English.

Vocabulary is described as (1) a list or group of terms or words and phrases, often sorted alphabetically and described or defined by Webster's Dictionary

(Jackson, 2014); (2) the total number of words used by language, organization, person, occupation, or in connection with the subject; (3) a collection of nonverbal symbols (such as shorthand signs, sign language, positions, flag signals, alphabetical ways) (Onwuegbuzie & Abrams, 2021); (4) A group of forms of artistic expression; (5) Various ways of understanding experiences or communicating ideas or emotions.

Vocabulary includes: (1) language words; (2) words available or used by individuals; (3) words related to the subject or address, (4) a list of words made for a specific purpose. (5) a catalog or collection of code phrases, hand signals, symbols, modes, or conventions (Kamil & Hiebert, 2005; Riccomini et al., 2015; Amiruddin & Razaq, 2022). In addition, vocabulary is a catalog of words with meaning, each word has a specific purpose of transmission (Gross et al., 2015; Munawir et al., 2022).

According to Jack C Richard and Schmidt Richard, learning is the process by which change in behavior, knowledge, skill etc, comes about through practice, instructions or experience and the result of such as process.

2. 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

a. 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.

b. 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).

c. 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.

d. 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.

3. Types of Vocabulary Assessment

a. Limited Response

This test is usually used for beginners where this test requires simple physical actions such as pointing at an object or very simple answers such as 'yes' or 'no'. It can also be used by performing a simple command, such as "Raise your hand, etc."

b. Multiple-choice Completion

This test is carried out by presenting sentences in which words are omitted, and students choose one correct answer from the four options given to complete the sentence.

c. Multiple-choice Paraphrase

This test presents sentences with one word underlined. Students choose one correct answer from the four options that have the closest meaning to the underlined word.

d. Simple-completion Words (Completing simple sentences)

This test requires students to write the missing part of the word in the sentence.

4. Principles of Vocabulary

Since words are the author's most important tool, word development should be an important and ongoing part of classroom learning. Laflamme (1997) offers several key principles that should guide the creation and implementation of a comprehensive word development program.

- a. Teachers should offer hands-on instruction on techniques or procedures for developing a broad and diverse vocabulary. This instruction can be given both formally through a language arts program, and

informally through various classroom interactions—such as story time—with students.

- b. The new term must be with the students' previous knowledge and experience. If students cannot contextualize new words by attaching them to words and concepts they already understand, they will likely have little meaning for them. And as Ediger (1999) is likely to point out, "if meaning is lacking, students will memorize terms and concepts for testing purposes only or for the most part".
- c. Students must be able to contextualize the vocabulary terms they have learned and used in society (Ediger, 1999, p. 7). For students to do this successfully, they must first learn to be comfortable using these words in class. Students should be asked or visited to incorporate new vocabulary into their oral and written reports and presentations.
- d. Practice and Limitation is an important method by which students can become familiar with new words and understand how they can be used correctly (Laflamme, 1997). Students must be exposed to the same words frequently through practice, classroom use, and testing.
- e. Teachers should be exemplary and enthusiastic and curious about new words through their own behavior

and attitudes. Teachers who are enthusiastic about word development will automatically search for “teachable moments” throughout the day, pointing out interesting words that appear in texts, stories, or conversations; ask students to explore alternative ways of expressing concepts; and help identify colorful and descriptive ways of speaking and writing.

- f. Schools, teachers and students should be committed to vocabulary development in the long term. Word teaching should be an interdisciplinary project, integrated into the curriculum at every level.

B. English SingSing Youtube Channel

1. Definition of English SingSing Youtube Channel

YouTube is an online website owned by Google. YouTube is one of the many social networking sites currently in use today and the famous social networking platform with a large number of users and entertaining videos YouTube can be a useful learning tool. Learners can get a clear visual picture of many circumstances by watching YouTube videos, and they can also observe real-life situations. The application of social media in various subjects is something that should be tried and considered because of the widespread use of social media among students. According to Patel (2009) as cited in Muchtar et

al (2015), the advantage of YouTube in language study, particularly English that it provides authentic examples of everyday English spoken through everyday people from all over the world. Language teachers can get the benefit from using YouTube because it allows them to make their classrooms more engaging and independent (Keddie, 2014). This turns the classroom into a fun and enjoyable environment for students of all levels. According to Inayah (2019) YouTube is an excellent way of teaching world English and exposing students to a wide range of English education. The use of YouTube videos allows students to learn more actively and not be limited to the subject matter at hand.

“English SingSing” is one of the video channels on YouTube that provides video animation. It is a platform where children from all around the world can watch and learn English in a fun way. Sovanna Chao claimed that he was made “English SingSing” and joined YouTube on twenty first of April, 2014. He provides videos in a variety of formats, including nursery rhymes, dialogue, music, rap, story, phonics, etc., and tries to create entertaining and diverse information that is appropriate for children's qualities (personal communication, May 17th, 2021). The material is both entertaining and educational. Since “English SingSing”

uses English, the story is light, and it also uses popular vocabulary, those videos can be used to teach vocabulary for students.

2. English SingSing Youtube Channel as learning Media

According to Adib (2011), the more advanced and developing a culture, the more advanced technology used on youtube there are many videos that educate students in learning facilities as an intermediary for students at home to learn English SingSing channel program on youtube which provides educational facilities and knowledge that motivates students to learn with the English SingSing channel program on Youtube. Young learners are easier to interact with, understand pictures and listen to them so that students can spontaneously respond to the vocabulary recorded in the young learned memories. English SingSing channel program there are many useful videos for young learners. English SingSing channel videos on Youtube provide an innovative and imaginative learning system. Some young learners still have difficulty learning English because of the lack of student habits in daily life to get used pronouncing English. According to Mudjiono and Dimiyati (2006) learning is defined as a behavior. When people learn, the response gets better on the other hand, if they don't learn the response decreases.

Therefore, this method during can to help young learners to learn and watch animated learning videos.

Based on the theory and definition above, the researcher can conclude that english SingSing video are used to develop vocabulary in students in the context of this research with the strategies used to teach English vocabulary in the form of watching interesting and fun cartoon video. in it there are several indicators, namely: a). facilitate English vocabulary, b). make students interested and enjoy the learning process, and c). invite positive values.

C. Related Previous Study

There are several studies that are relevant to previous research 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 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 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. It was demonstrated by the significance value. 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.

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*". Based on the findings studied, the researcher shows the following two conclusions: (1) Students could enhance their vocabulary by watching English movies because they often found new vocabulary from the movie, and (2) Students could learn English by watching English movies. The more they watch English movie, the easier they learn English because when they watch a movie they could learn the language not only from listening activity but also from the scene and expression of the actors/actresses in the movies.

The third previous study has read in the journal by Tien Cam Nguyen dan Huan Buu Nguyen (2020) with the titled "*Teachers' Perceptions about Using Songs in Vocabulary Instruction to Young Language Learners*". The findings indicate that teachers had positive perceptions about songs used in vocabulary instruction for young learners. Also,

the findings provide teachers with insightful views of the effectiveness of implementing songs in promoting young learners' vocabulary and serve as a useful resource for teachers and practitioners by suggesting how to use songs to facilitate young learners' vocabulary. The paper concludes by giving pedagogical implications for further research into seeking alternative ways to maximize young learners' vocabulary learning.

Table 2.1 The Similarities and Differences of Previous Study

No	Title Research	Similarities	Differences
1.	Students' Vocabulary Mastery By Using Animation Videos On English Language Teaching	Using Video Vocabulary Mastery.	Previous research is research that Studied the vocabulary mastery of grade 2 MTs students using animated videos, while the researchers examined early young learners vocabulary mastery using the YouTube channel
2.	What Is Your Favorite Movie?: A Strategy Of English Education Students To Improve English Vocabulary	Using Video Improve Vocabulary, Strategy	Previous research was research that examined students' vocabulary mastery using movies, while researchers examined early childhood vocabulary mastery using the YouTube channel

3.	Teachers' Perceptions about Using Songs in Vocabulary Instruction to Young Language Learners	Vocabulary, Young Learners.	The previous research was research that examined teacher perceptions in using song lyrics for young learners, while the researcher examined vocabulary mastery using the YouTube channel
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D. Theoretical Framework

There are several stages of the Theoretical Framework namely: Giving Pre-Test, Treatment, Experimental Class, Control Class, and Giving Post-Test

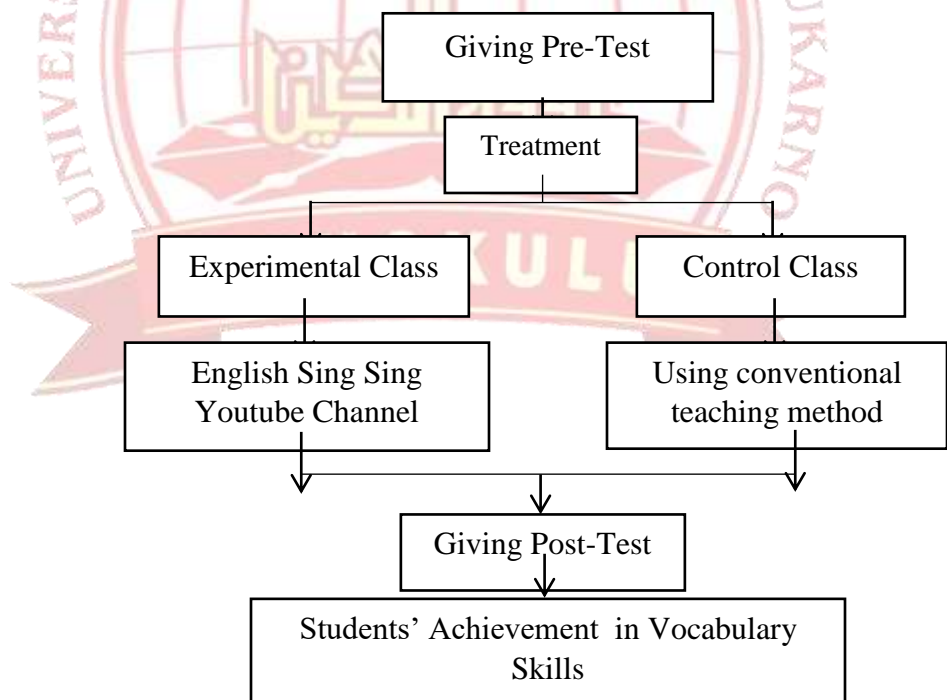


Figure 2.1 Conceptual Framework

E. Hypothesis Theoretical

The theoretical hypotheses that will emerge in this study based on the theories described above are:

H_0 (null hypothesis) : There is no significant effect during the use of English SingSing Video on students' accuracy in vocabulary mastery.

H_a (alternative hypothesis) : There is a significant effect of using English SingSing Video on students' accuracy in vocabulary mastery.

