II. FRAME OF THEORIES

To gain a comprehensive theoretical frame in this chapter, the researcher wants to explain about the concept of vocabulary, concept of visual aids, concept of cartoon video in language teaching, the criteria of film selection, procedure of teaching English vocabulary through picture, theoretical assumption, and hypothesis.

2.1 Concept of Vocabulary

Learning a language can not be separated from learning its vocabulary because vocabulary is a part of language aspects which plays an important role in learning a language. Students who do not master a sufficient number of vocabularies will fail in using language satisfactorily either in oral or in written form.

Wallace (1986: 9) states that vocabulary is the vital aspect of language. He further says that there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language. Other expert such Hornby (1975: 959) says that vocabulary is a total number of words with rules for combining them to make up a language. Another expert, Wilkins (1980: 111) states that

without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that the students can not speak if they do not master vocabulary, but if they do not understand grammar, they are still able to speak although they have less vocabulary. Furthermore, in learning language, the learners will try to use English if he has certain number of vocabulary, even, Rivers (1978: 462) says that it would be impossible to learn language without vocabulary. It means that without vocabulary, the learner can not reach his purpose in learning language for communication.

There are some types of vocabulary in English. Fries (1974:45) classifies English words into four groups, they are:

a. Content words.

   Content words represent the name of subject or things that is concrete nouns (library, school, nurse), action done by with these things, that is verbs (borrow, buy, drive) and the qualities of these things, that is adjectives (happy, sad, angry).

b. Function words

   Function words are those words, which are used as a means of expressing relation of grammar structure, such as conjunction (and, but, because), article (a, an, the), auxiliaries (do, does, did).

c. Substitute words

   Substitute words are those, which represent the individual things or specific action as substitutes for whole form classes of words, that is, identifies (anybody, anyone).

d. Distributed words

Distributed words are those, which distributed in use according to grammatical matter as presence of a negative, such as, an, either, too, or yet.

In this research, vocabulary is defined as an essential part in learning language. So, vocabulary here includes meaning, pronunciation, form, spelling, use, content and function. By mastering the vocabulary, we can understand the meaning of the sentences or short text. It is hoped that after learning vocabularies, the third grade students of SD BPK Penabur Bandar Lampung will master a great number of vocabularies, and they can understand the meaning of the sentences and express their ideas. These are the explanation more about word meaning:

If an independent component of semantics is identified, one central issue is the relationship between word meanings. Knowing a language, especially one's native language, involves knowing thousands of words. Phrases and sentences have meaning of course, but an important difference between word meaning on the one hand, and phrase and sentence meaning on the other, concerns productivity. It is always possible to create new words, but this is a relatively infrequent occurrence.

2.2 Concept of Verb

According to Hornby in Guide to Patterns and Usage in English book (1975), there is no useful or adequate definition of the term verb. It is useful, however, to distinguish between finite and non-finite forms of verbs. The non-finites are the infinitive (present and perfect, with or without to), the present and past participles, and the gerund (or verbal noun). The finites are those forms other than the non-

finites. Thus, the non-finites are *am, is, are, was, were.* The non-finites of see are: *(to) see, (to) have seen, seeing* and *seen,* and the finites are *see,* sees and *saw.*

When an infinitive is used with *to* (as in *I want to go, I ought to have gone)* it is called the *to*-infinitive. When used without *to* (as in *I must go, I should have gone)* it is called the bare infinitive. The present participle and the gerund are identical in form. In *The boys are swimming,* there is the present participle. In *The boys like* swimming, there is the gerund.

The term auxiliary is used for a number of verbs which have a variety of functions. The finites of *do* are used as operating verbs for the formation of the interrogatives and negative. The finites of *be* are used to form the progressive (or continuous) tenses and the passive voice. The finites *will/ would, shall, should, can/ could, may/ might, must, ought, need, dare* and *used* (with *to*), are called auxiliaries, often distinguished by being called *modal* auxiliaries.

Auxiliary Verbs

Non-finite forms			Finite forms	
Infinitive	Present Participle	Past Participle	Present Tense	Past Tense
be	*being*	*been*	*am, is, are*	*was, were*
have	*having*	*had*	*have, has*	*had*
do	*doing*	*done*	*do,does*	*did*
			shall	*should*
			will	*would*

	can	could
	may	might
	must	
	ought	
	need	
	dare	
		used

The term anomalous finite (abbreviated AF) is used of the 24 finites of these auxiliary verbs. The term defective verb is used of those words of which some parts are missing. Thus *must* has no infinitive and no participles. *Will, shall, can, may* and *ought* are defective verbs. The term irregular verb is used of those verbs which do not have the suffix *–ed* for the past tense/ pasrticiple, e.g. *go/ went/ gone; begin/ began/ begun; take/ took/ taken; mean/ meant/ meant; put/ put/ put.*

The term anomalous is useful as a label for the 24 finites in the table above as a class. The most obvious feature of these finites is that they can be joined to the contracted form of *not*, e.g. *isn't, weren't, haven't, don't, didn't, can't, shouldn't, oughtn't*. The term anomalous is restricted to those finites which combine with *not* in this way. Thus, have is anomalous in *I haven't finished and I haven't time to do it now.* But *have* is not anomalous in *I have breakfast at half past seven.* (Here *have* is an ordinary, or non-anomalous, finite, and the negative is *I don't have breakfast at half past seven, not *I haven't breakfast at half past seven.)*

The 24 AF are not always auxiliary. The finites of *be* are linking verbs, not auxiliary, in:

Miss Green is a teacher.

The men are busy.

The finites of *have* are not auxiliary in:

Have you any money?

Jane has two brothers.

They had a good holiday.

2.3 Characteristics of Verbs

According to Lewis (1986: 47) in The English Verb book, there are five characteristics of verbs that will be explained more below. These determine what form a verb takes and how it is used in a sentence. We will look at each characteristic in fun.

a. Number

The number of the verb indicates how many people, creatures, or things a verb refers to. Number comes in just two flavors: singular and plural. A singular verb refers to only one or thing, while plural verb may refer to many.

b. Person

The category of person is to describe the perspective from which the speaker makes his or her statements or observations. Is he or she the person spoken to, or

is he or she the person or object spoken of? There are three different persons or perspectives that the verbs can take: first person, second person, and third person.

1. First Person

In the first person, the speaker includes himself or herself as one who takes the action or whose condition is described. This person is appropriate to situation that the speaker wants to describe what he or she is doing, seeing, or feeling. The first person employs the pronouns **I** and **we**, and the first person verbs take the form appropriate to these pronouns.

2. Second Person

In the second person, the speaker addresses the person or people around him or her. This category of person employs the pronoun **you**, both the singular form (you, the individual) and the plural form (you, a group). Again, the second person verbs must take forms appropriate to these pronouns.

     Ex: You **are** not **going** to be a dancer.

             Do you understand, **Class**?

3. Third Person

To speak in the third person is to speak or write about those around you. The third person perspective might that of a normal human observing his or her environment. It could also be that an omniscient observer, looking at the world from on high, able to see and hear everything that is going on. The third person

employs the pronouns **he, she, it** and **they** or any third person noun. The third person verbs must take appropriate to these pronoun or nouns.

Ex: She **stands up.**

They **clap** their hands.

It **is** cloudy today.

c. Voice

The voice of a verb indicates that the strength of the subject in a sentence. It tells us whether that subject takes action or receives action. There are two possible voices: active and passive. In the active voice, the stronger form, the subject of the sentence takes the action of the verb.

Ex: My friends win the game.

The subject **my friends** is strong since it takes action. This sentences uses the active voice, the weaker form, the subject is acted upon.

Ex: The game was won by my friends.

In this sentence, the subject **game** is weak because it receives the action of the army. It takes no action of its own-a battle cannot win itself-and so the sentence uses the passive voice.

d. Mood

In grammar the mood of a verb does not describe its emotional state-as if a word, could feel joy or range. Instead, mood is a form of the verb that indicates a speaker's attitude toward his or her use of a verb. Like an emotion, a grammatical

mood is a state of a mind. To be more precise, it is the speaker's mental conception of the verb he or she is using and, as opposed to the hundreds of emotions we can feel, there are just three grammatical moods: indicative, imperative and subjunctive. These are the explanation of those grammatical moods:

1. Indicative Mood

To use the indicative mood is to make a statement or ask a question. It is the most commonly used of the three moods. Take a look at some examples that contains verbs in the indicative mood.

> Ex: They **brush** their teeth
>
> **Do** you see a star in the sky?

In the first example, the verb **brush** indicates what they did. Here, the speaker is stating the fact that "they did." The indicates mood always involves statements, questions, or exclamatory sentences.

In the second examples, the verb phrase **do see**, broken by the pronoun **you** since the sentence is in the form of a question, indicates what was seen in the sky. This sentence questions a fact.

2. Imperative Mood

Verbs in the imperative give commands or make requests. Any time someone is told or asked to do something. The verb used is in the imperative mood.

> Ex: **Close** the book.

Brush your teeth.

Stand up, please.

The first two examples are command. The final example is a request. The verb **close, brush** and **stand** are all in the imperative mood. Verbs in the imperative mood are, by necessity, in the second person. A request or command is always spoken directly to another person or other persons. The second pronoun **you** is often left out but can be put back if the speaker so desires.

2. Subjunctive Mood

Subjunctive mood verbs express whishes or make statements contrary to the fact. They express hypothetical or imaginary situations.

  Ex: I wish I **were** here.

    If I **had been** there, none of this would have happened.

    If we **lived** in San Fransisco, we'd be much happier.

    Unless we **go** now, we'll be later.

The conjunction **if** is frequently used with the subjunctive mood, but the conjunctions **though, less, unless, that,** and **till** may be used as well.

  Ex: If I **were** thinner, I'd eat more chocolate.

The verb **were** is in subjunctive mood. It expresses a condition contrary to the fact. Sadly, I am not as thin as I would like to be, so I must limit my chocolate consumption.

These constructions normally come into two parts. One starts with a conjunction, such as **if:** if I were thinner. This part contains the subjunctive verb and is called a subordinate clause. It has a subject and a predicative but cannot stand alone and make sense. The other shows the result of the hypothetical situation: I'd eat more chocolate. This part can stand alone.

As mentioned before, the subjunctive mood can also express a wish.

> Ex: I wish that I **were** in Bali. Oh, that only I were. In spite of some very realistic day-dreaming, my body is still in Jakarta.

The subjunctive mood is also used to make commands.

> Ex: It is necessary that he **be told** immediately.

The verb phrase **be told** is in the subjunctive mood. It is part of a subordinate clause beginning with the conjunction **that.** The verb phrase **be told** is in the subjunctive mood. It is part of a subordinate clause beginning with the conjunction **that.**

Other verbs are put in the subjunctive mood. It is part of a subordinate clause beginning with the conjunction **that.** Other verbs are put in the subjunctive mood to express a parliamentary motion.

> Ex: I move that Mr. Rudi **be permitted** to keep chickens in his yard.

Be permitted is a subjunctive verb, part of a subordinate clause beginning with the conjunction **that.**

From the characteristics above, the researcher chooses that verbs of action that are going to teach to the third grade of SD BPK Penabur Bandar Lampung have characteristics of indicative mood. It is based from the Curriculum from the school and the researcher thinks that teaching verbs of action through imperative mood makes the students easily to understand the verbs of action.

e. Aspect

Aspect is often confused with the closely-related concept of tense, because they both convey information about time. While tense relates the time of a situation to some other time, aspect conveys other temporal information as it realtes to the time of action. Aspect is the expression of the temporal structure of an action or state. Aspect in English expresses ongoing actions or states with or without distinct end points. English has four aspects: simple, progressive, perfect, and perfect-progressive.

The simple aspect is the default aspect of the simple present and simple past tenses. The simple aspect expresses single actions, habits and routines. The progressive aspect expresses incomplete or ongoing actions or states at a specific time. The perfect aspect expresses the consequences resulting from a previous action or state. The perfect-progressive aspect expresses incomplete or ongoing actions or states that began in the past and continue to a specific time.

In this research, the researcher used the progressive aspect since present progressive (continuous) is based from the Curriculum of SD BPK Penabur Bandar Lampung.

These are the explanation of The Simple Present Continuous from A. S. Hornby:

- The Simple Present Continuos is sometimes used to describe an activity that is actually in progress at the moment of speaking. The Simple Present Continuous Tense is used for this purpose chiefly in demonstrations, descriptions or explanations, step by step, of the various stages in a process of some kind. In classroom work, when tense usage is being taught by means of activity procedures, there is a choice between the Simple Present Tense and the Present Continuous Tense. The teacher may say as he performs a sequence of actions:

> Ex: I am going to the door. I'm opening it. I'm closing it. I'm going back to my desk. Where am I standing now? I'm standing at my desk.

This helps students to form the association between the Continuous Tenses and activity in progress.

- The Simple Present Continuos is also used in commentaries. If, however, the activity is extended in time, before and after the moment of speaking, the Continuous Tense is preferred.

> Ex: (from a commentary on a boat race:)
>
> Oxford are gaining on Cambridge and are only two lengths behind. They are now drawing level with Cambridge…

- The Simple Present Tense is used in exclamatory sentences beginning with *here* and *there*.

Ex: Here he comes!

Here comes the bus!

There she goes!

There goes the bell!

If these statements were not exclamatory, the Continuous Tense would be used.

Ex: He's coming.

The bus is coming.

She's going.

The bell is ringing.

The most important point to remember about the Present Continuous Tense is that its use indicates an activity or state that is still incomplete but whose termination may be expected, as in: *It is raining.* This is a point that should be borne in mind for all the Continuous Tenses. They indicate a continual activity or state, but not a permanent activity or state. There is always limitation, an expectation that there was or will be and end to the activity or state.

2.4 Concept of Visual Aids

In teaching learning process, visual aids are usually used to help the teacher in teaching the materials. The aids which are used must suit the aim and the setting of the teaching learning process. According to Weaver (1955) visual aids is any

specially prepared drawing illustration, model motion picture or either devices that expedite learning through the sense of vision. The aids which are used must suit the aim and the setting of the teaching learning process. He further states that visual aids stimulate learners in creating mental image; the image is a basic of learning. Oral or printed words usually mean nothing to the students until they translate them into mental image. In other words, visual aids help the students to learn the language quickly and more accurately. Actually, the method of teaching which makes use the learners' sense of sight as well as language is often known as visual method and many materials that the teacher uses is the method called visual aids.

Furthermore, Evans (1957: 74) defines that visual aids are anything visible which helps our students to learn the language more quickly and more accurately. Corder (1976) states that the method of teaching which makes use the learners' sense of sight as well as language is often known as visual method, and many materials that the teacher uses in these methods are called visual aids.

Weaver (1955: 5) argues that in this case, the visual aids stimulant will aid in creating the proper mental image for the learner and that is a true basic of learning.

Hamalik (1982: 303) divides visual aids into three categories, as described below:

1. plate material, for example, flash card, maps, charts, card board figure.
2. three dimentional, for example, puppets, dolls, models, diorammas
3. projected material, for example, films, film strips, video (motion picture)

In this paper, the writer used category number three that was projected material, particulary video (motion picture). According to the statements mentioned on the previous page and above, the writer concludes that visual aids are anything visible that is used to help the teacher in teaching the materials. It can help the teacher to put the reality to the classroom situation and make the students easy to understand the material by looking at the visual media. The video is about "what are you doing?" which contains words of actions.

2.5 Concept of Cartoon Video In Language Teaching

Video is one of the audio visual aids that can be used in language teaching. In teaching vocabulary, teacher may use video instead of audio tape for some reasons. Video provides visual stimuli that can lead to and generate prediction, speculation and chance to activate students' background schemata when viewing a visual scene.

In line with statement above, Sadiman (2005:29) said that video is storage of picture and sound information system where audiovisual signal is not only recorded on magnetic tape but also on disk. There are two system developed in this video disk: optical and capacitance system. Optical system used laser beam to sound out information of encode electric recorder in the surface of disk. In this system, there is capacitance system which sound out picture and sound by means of tracking arm and stylus. Video disk has ability such as: (1)Reverse and fast forward;(2) speed or slow motion, upward or backward;(3) single frame, upward or backward;(4) speech search facility and (5) stereo sound.

In addition, Stempleski and Thao vu in Karlina (2010:25) stated that video technology offers the obvious advantages of stop/start, rewind/replay, sound on/off, and freeze frame controls. These facilities make it possible for the teacher to present different sections of the video once or several time in different.

Furthermore Galagher (2003:15) cited that video used in language classroom should posses the following features:

- Freeze-frame device (still frame facility)

  This feature is very effective for: (1) prediction of language used in the frozen sequence of language that will be used or action that will occur after the frozen sequence, (2) repetition of dialogue during the second viewing. Teacher stops the tape after each utterance and students repeat with the gestures and facial expression, 3 discussion of the setting- who are involved in the video, where are they, etc.

- Memory button

  The feature is very useful for locating the beginning of a recording. Memory button utilize the counter memory to locate various points on the tape. This will mean that the teacher will be able to locate the beginning of an episode quickly and without wasting too much time.

- Speed Search Facility (fast picture, shuttle search, sue and review)

  The feature allows the teacher to speed through the tape forward and backward at between five and times normal play back speed. The picture remains on the screen while this is taking place and thus this is an extremely helpful facility in locating a point quickly and accurately on the tape.

- Remote Control Handset

    This allows the teacher to control the video from anywhere in the classroom and is especially useful for group works.

Referring to the definition above, it can be assumed that video is a kind of technology tool that consists of some kinds of system used to show picture with sound coming out through stereo sound. The video we discussed is video used for education.

Meanwhile cartoon can be defined as, "A film made by photographing a series of gradually change drawing, so that they look as if they are moving". So cartoon film is a film that is drew gradually and it looks as if it is moving. When we think of cartoons, we may be reminded of children sitting in front of the television for hours instead of starting on their homework.

Stempleski (2005: 364) believed, "Video is an extremely dense medium, one which incorporates a wide of visual element and great range of audio expences". It is one of the advantages of using film in language classroom.

As supported by Harmer (1993: 282), "One of the main advantages of video is that students do not just hear language, they see it too. This grearty aids comprehension since for example, general meaning and moods are often conveyed through expression, gesture, and visual clues. "The audio and visual aspects of cartoon video are exciting for students and the perspective of language that can only be seen visually by the students should be provoke students to learn.

The basic thing from children is they like to do things that entertain them such as, playing, running, watching cartoon. As Tomalin (2001: 50) stated that, "In

primary school, English as a Foreign Language (EFL), the emphasis is on doing things in English rather than on learning in order to do things ". It means that they do something that they like and at the same time they learn something. The children tend to focus on something that they like such as watching cartoon videos. Cartoon video can be alternative tool in realizing the classroom activities that is fun an educative. Therefore, if the teachers want to use a cartoon as a stimulus for some language activity in the classroom, we already have the student attention.

In successive viewings children can also do different activities such as, concentrate on imitating characters, listening for particular words, or looking for different items. In this way the teacher gradually builds up the childs knowledge of language presented on the video.

It is also important for teachers to know the type of machine and how to operate it such as the video, to rewind and forward the video. It is needed to make the activity run well. If they do not know how to do it, they can get into trouble and the time in doing the activities will be wasted. It is not good for the teacher and the students in implementing the activity because they will not enjoy the activity. As Harmer (1993: 283) warned, "Teachers themselves become frustrated when the machine does not work the way they want it to." Thus, the teachers have to be able at least to operate it properly.

Meanwhile, Krashen (1982: 34) said that, "In choosing a cartoon to use in class need two things to be considered, theme and language." First is the good theme cartoon tells a story and have a moral or lesson to teach. Second one is the

language, it will be better if the characters speak more like the way ordinary people do speak to one another. So, the students could avoid a trouble in understanding the language and the story. She also add that, "It is probably wise to choose the more simple type of cartoon that portrays small children (or animals) talking with one another."

Another key point in selecting video for student is to be sure that the material suitable for the student's level or language mastery in their foreign language (English) as suggested by Tomalin (2001: 50), "Materials that work particularly well are carefully designed cartoons, in which the language and the visual input are controlled to make them totally relevant to both the communication of meaning and the maturity level of young learners."

Videos can be linked to a syllabus in various ways by language items, by function, by thematic units, ctc. To be put in use in thematic curriculum, film has its own benefits. Stoller (1990: 63), "Video offers students' significant experiences from which to draw for written and oral communication while they explore a thematic topic."

But, as we know, each media must be have the advantages and disadvantages. Based on the explanation from Azhar Arsyad about instructional media, he conveys that the media audio-visual such as film has advantages and disadvantages. These are the explanation of it:

The Advantages of Using Video:

1. Video brings language in the context of life in realistic settings to the classroom (Flynn: 1998). Video adds varieties to lesson; it is more complete than audio; it gives a cultural context; it shows 'real language in 'real situation; it is entertaining; it is motivating, generating the enthusiasm and good will.

2. Video is an excellent medium for use in the language classroom. It is so close to language reality containing visual as well as audible cues. (Essberger, n.d. Griffin, n.d and Sheerin, 1982) in Karlina (2010:33)

3. Video is an instructional medium that generate excitement. It increases students' motivation.

4. Video provide practice in listening comprehension of aural skill.

5. Video offers foreign language learners a chance to improve their ability to understand comprehensible input. (Canning Wilson, 2000:2)

6. Video helps learners in improving comprehension and aid in the retention of information (Heron as cited in Canning-Wilson 2000:2)

7. Video can be controlled (stopped, paused, repeated) presented to a group of students, to individuals or self-study. It allows learners to see facial expression and body language at the same time as they hear the stress, intonation and rhythm of the language.

8. Video can increase awareness of target cultures, and strengthen audio visual linguistic perception simultaneously (Arthur, 1999 cited in Canning –Wilson, 2000:2)

The Disadvantages of Using Video:

1. It takes time for the teacher to preview and selects authentic videos and then to prepare activities for learners.

2. Often video does not provide the best means of explaining complex concepts or practicing grammar or writing skills (Johnston, 1999:79)

3. A Gallacher (2003:85) states that the drawback found in classroom is passive. Students get used to watch television passively. Teacher should try to avoid learners switching off in class when video is switched on by providing stimulating activities where they can interact with and learn from video. In addition Trhodes and Pufahl (2003:102) states that video may be boring if overused and do not foster interaction among students and between students and teacher if the teacher does allows the video control.

2.6 Procedures of Teaching English Vocabulary through Cartoon Video

To do the research, the researcher will use the following steps:

1. Pre – Activity

    a. The teacher greets students.

    b. The teacher introduces and discusses a topic of the video, a glossary of key words, and useful vocabulary. A list of characters should also be included. For example, the teacher can discuss or give questions to the students related to the theme of the video, the teacher can introduce six new words and ask the students which one they see or hear on the video.

c. The teacher gives a test that related to the video. The teachers must allow the students to read over the questions of the test and explain the students what they are going to do.

2. While – Activity

In this stage, the video plays more than once. The aims for watching the video at first and the next will probably different. In the first viewing the video might be played with off sound and the students will be asked to confirm the prediction. The second viewing will be the step for providing the information and presenting or reinforcing language. Students have to make a note about the content of the video, this includes the information they have either listened or seen.

While watching the video, teacher can assign students to do such of the following activities:

- watching for relaxation without taking notes;
- identifying and taking notes the general topic of each items;
- watching the movie, taking notes, and answering the questions related to the movie;
- checking the information they noted down with their partner or group;

3. Post - Activity

Post viewing activity aim at encouraging and stimulating the use of newly acquired knowledge that came after the students watch the video. In this stage, the

activity will be focused on practicing the language and discussion about the content of the video, such as doing vocabulary test.

Similarly, students who have been introduced to new vocabulary may be required to use the words they have just learn in learning English. They are expected to be able to use the words in the real life.

The pre – activity, while and post – activity listed above represent a sample of the types of classroom activities that can be utilized with film. Teachers who recognize the needs of their students and have clear instructional objectives should be able to make productive use of these activities.

2.7 Application and Selected Technique in Teaching Vocabulary through the Use of Video

According to Vinney (2004) in Karlina (2010:29) there are five popular techniques deal with the use of video in teaching the language skills, they are:

1. Silent Viewing technique

   In silent viewing, teacher can turns off the volume control of video to make use of the visualization. Watching a video sequence without the soundtrack does more than activating learners' schema and prior experience in interpreting what they see. Without the 'distraction' of the spoken words, learners can focus on the essence of communication among people: body language, gestures, facial expression, and the setting. Learners are motivated to use English by visualizing this common need to communicate irrespective of the spoken language. In their second with the 'on 'sound, they are better

able to fit the language they hear into the context they have built in their silent viewing.

2. "Sound only " technique

Teacher can either adjust the brightness control to yield a completely darkened screen or use the audio of the video. Learners can listen to background noises and the accompanying dialogs to predict what is happening (what are the characters doing or where are they, etc.). This is most effective when sound effect directly indicates particular locations or activities, e.g. the sound of approaching train and the ringing of a telephone. Learners can confirm their guesses by viewing the video straight after listening.

3. Freeze Framing technique

Freeze framing means stopping the pictures, using the freeze-framing, still or pause control. Freeze frame is useful for pronunciation and grammar practice. Stop the video when a character has used an intonation pattern, grammatical structure, or idiom that the teacher wants the students to practice. Rewind slightly so that they can hear the utterance again, and repeat along with following the character voice.

4. Jigsaw Viewing technique

Jigsaw viewing aims to create a situation in which learners have to collaborate in working out what is actually happening on the video. Besides generating a lot interaction among learners, this can also help them appreciate the value of peer support in the learning process. Jigsaw viewing can be set up by making half of the class do silent viewing while the other half only listen to the

soundtrack of the same segment in another room. Teacher can provide

viewing and listening test sheets to help learners record information. When the

class reunites, viewers and listeners then work in pairs to arrive at the original

'story' by sharing the information they have each got.

5. Normal Viewing technique

Normal viewing means watching video with both sound and picture. It

actually does seem to fit the label of the video technique. It qualifies, however,

as a technique in an educational sense: the teacher is choosing to show the

video in this fashion in order to give students the visual and audio information

they need to complete.

The researcher uses four techniques above which are Silent Viewing, "Sound only

" technique, Freeze Framing, and Normal Viewing technique because by using

those techniques, the students will get more focus in understanding and

memorizing the action of verbs in the cartoon video. The technique of the various

ways make the teaching learning process do not get monotonous.

From the procedure and technique proposed by Underwood (1990) in the book of

Video in the Language Laboratory, it can be presented the teaching scenario as

follows:

The text used is in the form of actions cartoon. The title of the text is "Pumpkin:

What are you doing?".

1. Pre activity:

*   Teacher greets students, e.g.,

T   *: Good morning, how are you class?*

S   *: Good morning, Miss.*

- Teacher tells the objective of the learning, e.g.,

T   *: Class, today we are going to do learn the words of actions, but in this occasion we will do this activity by watching a video.*

S   *: Wow, it's great, Miss...*

T   *: Yeah. After viewing the video, you are supposed to answer some questions related to the video you watched. Do you understand?*

S   *: We do, Miss.*

- Teacher asks some questions related to the topic or video going to watch

T   *: Ok, in the last meeting you have learned about verbs of actions, haven't you?*

S   *: We have done it, Miss.*

T   *: Ok, can you mention the example of actions?*

S1   *: Of course, they are reading, swimming.*

S2   *: And singing.*

T   *: Yes, good. The video we are going to watch is cartoon video in the form of actions cartoon.*

2. While activity:

- Teacher plays the video until it is finished

T   : Ok class, now I will play the video once. Please view the video carefully.

S   : All right miss, please do.

- The teacher replays the video and asks several questions to check students' understanding and asks them to make some notes

T   : Now, I will replay the video. While you are viewing the video, please note down the information you get from the video.

S   : Ok, Miss. We do.

- The teacher asks students to work in pair to discuss about what they see in the video, the content of the video, etc.

T   : Class, have you understand the content of the video?

S1 : Yes, Miss.

S2 : Not yet, Miss.

T   : Ok, now let's discuss about the video with your partner.

S   : All right, Miss. What can we do?

T   : Discuss about the story, for example: who are involved in the story, what are they doing, what is the meaning of the action words, etc. Do you understand?

S   : Yes, Miss. We do.

3. Post activity/ post-viewing:

- Teacher replays the video once more and gives the vocabulary test that will be done individually. Thus, students do vocabulary test while viewing the video.

T   : Now, I will give you vocabulary test. Please answer the question based on your understanding of the video you just watched. Meanwhile, I will replay the video to help you doing the test. Do you understand?

S   : We do, Miss. Thank you.

2.8 Theoretical Assumption

From the review of literatures above, the researcher assumes that learning a language can not be separated from learning its vocabulary because vocabulary is a part of language aspects which plays an important role in learning a language. Students who do not master a sufficient number of vocabularies will fail in using language satisfactorily either in oral or in written form.

By knowing the meaning of verb, the students will understand the message of the sentence. Finally, for elementary students, the performative level that is stated in the curriculum may be achieved. Learning vocabulary through cartoon video can make the situation of learning activities enjoyable and more alive. The students are attracted with the colorful and funny pictures in cartoon video and develop students' imagination about the verb of action learned by them. Therefore, the use of cartoon video can develop students' verb mastery of elementary students at SD BPK Penabur Bandar Lampung.