

II. FRAME OF THEORIES

A. Concept of Classroom Action Research

Action research is a form of self-reflective enquiry undertaken by participants (teachers, students, or participants for example) in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situation in which these practices are carry out (Carr and Kemmiss, 1986).

Classroom Action Research is a continual process of search of a formal organization for devising solution for everyday difficulties of classroom life (Mc Niff, 1995). It means that action research is used to solve the problems in daily classroom activities in order to make teaching learning process effective. In this sense, action research is seen as a way of characterizing a lose set of activities designed to improve the quality of education; it is essentially eclectic way into a self-reflective program aimed at such educational improvement. And the second prospective attempts to identify the criteria of these activities; to formulate the systems that will account for the improvement that is an anticipated outcome of the self-reflective program. So, the term action research is a term used to describe methods and techniques.

In addition, Kemmiss and Mc. Taggart (1982:3) stated that action research is deliberate, solution-oriented investigation that is group as personally owned and

conducted. The linking term of “action” and “research” highlights the essential features of this method; trying out ideas in practice as a mean of increasing knowledge about or improving curriculum, teaching and learning.

Kemmiss’ model follows the cycle of: planning, action, observation, and reflection. Planning involves the determination of the question that needs answering and the strategy to be used in answering it. During the action stage, the practitioner tries out the strategy. The observation stage including recording data on the result of the strategy and also keeping a journal on the practitioner’s thoughts and reacting to the entire experience. Finally, during the reflection stage, concluded that a new cycle can begin (Kemmiss, 1982:5)

Applying in the classroom, action research is an approach of (1) improving education through change, by encouraging teachers to be aware of their own practice, to be critical to the practice, and to be prepared to change it, (2) it is participatory, in the sense that it involves the teacher in his own inquiry, and collaborative, in that it involves other people as part of a shared enquiry. It is research “with” rather than research “on”.

B. Concept of Vocabulary

Vocabulary is all the words of language (The World Book Dictionary, 988:2342). Vocabulary is a component in language that cannot be separated when learning the language. Harmer (1993:153) stated that if language structures make up the skeleton of language, then it is the vocabulary that provides the vital organs and

flashes. And Napa (1991:6) said that vocabulary is one of the language components and that no language exists without words. This means that to communicate well, we need some stocks of words to convey our thought. It is quite relevant to the statement stated by Wallace that vocabulary is defined as a stock of words used by the people, a particular class or people or even a person (Wallace, 1987:30). Furthermore, he added that vocabulary is the vital aspect of the language. By mastering a lot of vocabulary, people may be able to understand what someone says and writes. Thus, vocabulary is such a crucial thing for everyone that she or he needs to learn it in order to understand someone else's utterance. So the more words we have, the better communication will be.

Kridalaksana also (1983:98) stated that vocabulary is component of language that contains information about the meaning and using the words in language. That is to say that vocabulary is part of a language that makes it meaningful.

Based on Fries (1974:4), vocabulary is clarified into four types:

1. Content words represent the name of subject or things that is concrete nouns (car, pen, and bag), action done by these things that is verbs (teach, cook, and make), and the qualities of these things, that is: adjectives (nice, fat, and beautiful).
2. Function words are those words which are used as a means of expressing relation of grammar structure, such as conjunction (and, but, or) article (a, an, the), auxiliaries (do, does, did).

3. Substitution words, those which represent the individual things or specific action as substitutes for whole form classes of words, that is, identifies (anybody, anyone).
4. Distributed words, those are distributed in use according to grammatical mater as the presence or absence of a negative, such as: some, any, either etc.

This research is focused more on the content word because content word consists of words that can be associated into, and other types of words can not be well associated as they have limited words.

C. Concept of Teaching Vocabulary

Learning a foreign language especially English is very important because language can increase our capability of communication. If you are able to speak English you would be able to speak to more than 400 million people. You would also be able to gain knowledge, custom and ways of life of other nations. Learning a foreign language can add knowledge of your own language. For example, if you learn English you will know that Indonesian absorbed some vocabularies from English.

Referring to the importance of learning language the writer assumed that the teacher must be able to choose a technique for teaching language. This is important because it will affect the last session of learning the language that is the ability of students to communicate in the target language.

Teaching some new vocabularies is one of the duties of English teacher. Choosing the appropriate media to be applied in the class is one of the ways to make the teaching vocabulary activity run smoothly. But before teaching, the teacher should consider some aspects that will help him/his teach in the class.

First, the teacher must consider what kinds of vocabulary that should be taught. Nation (1990:5) defined four kinds of vocabulary that should be considered by the teacher i.e.

1. The word is very frequent and very important for the learners.
2. The word causes particular difficulty.
3. The word is needed for another activity, such as game, a reading or listening exercise, a talk.
4. The words contain features or regular patterns. Knowledge of this patterns help learners master other words more easily.

Second, the teacher should know the classification of the vocabulary or the words. There are two main classifications of words; they are function words and content words. Function words are those which; although some of them may have also full-word meaning content, primary or largely operate as means of expressing relations of grammatical structure (Fries: 1967:44). The example of function words; such as conjunction (and, but, or); article (a, an, the), and preposition (on, at; with). Another main classification of word is content words. Content words are those which have meaning even they stay alone. The example of content words,

such as Noun (doctor, teaching, hospital, restaurant), Verb (help, cook), Adverb (newly, strongly, well), and Adjectives (good, beautiful, nice).

The last thing that should be considered by the teacher in teaching vocabulary is the way of transferring the meaning of new words. The teacher functions as the source of the information. Teacher's voice (verbal explanation), body (demonstration) or hands (drawing or pointing the picture) could be the transmitter of doing the teaching activity in the class.

In conclusion, teaching vocabulary is the activity of communicating the meaning, spelling and pronunciation of the words. In the last session of the teaching activity, it is hoped that students will be able to use the vocabulary in correct forms both written and spoken.

Nation (1950:52) gives some possible ways of teaching new vocabulary. He classified the ways into two classifications that are by demonstrating or using pictures, and by using verbal explanation. The ways proposed by Nation have the strength and weaknesses but it is all back to the teacher's consideration of choosing the way of teaching the meaning of vocabulary.

There are several things that can be done by demonstrating or using pictures:

1. Using an object
2. Using a cut-out figure
3. Using gesture

4. Performing an action
5. Blackboard drawings or diagrams
6. Using pictures from books
7. Using audio visual (television, video)

There are several things that can be done by using verbal explanation:

1. Using analytical definition
2. Putting a new word in a defining context
3. Translating into another language

(Nation. 1990:51)

The students need to know the names of professions and they also need to know the vocabulary relating to the professions. It is very important in order that students are able to enlarge their knowledge and their ability in using English.

It is the teacher's challenges to find out or to create a suitable media in presenting the material of vocabulary. Sulaiman (1988:17) states that audio-visual aids communicate the information in real context than long oral explanation and audio visual material. It means that media of teaching offer the way of explaining in real situation. This is more effective because concrete explanation is easier to be understood than long oral explanation. It is important to use the media of teaching for teaching vocabulary of professions in remote place, because students can see something that they have not seen before while listening the explanation. In other words, it helps them to learn the new vocabulary.

Brown (1957:7) cited that teaching is showing and helping someone to learn how to do something providing with knowledge, causing to know or to understand. Relating to the vocabulary teaching, the teacher provides the vocabulary that can make the students grasp the meaning of the language in spoken and written form. One important thing in teaching vocabulary is the teacher should realize that learning a language always deals with a large number of words that it is difficult for the students to memorize such a large number of words.

Meanwhile, Bismoko (1976; 64) said that teaching vocabulary, the teacher must select the words which can be learned in limited time, which words should be chosen for teaching and which one should be left out. This indicates that the teacher should be careful in selecting the words for teaching. The selection of the words should be taken into account and should be related to the curriculum, students' level, ages as well as their needs. Therefore the teacher needs to know the things that influence the students in memorizing process.

D. Concept of Students' Learning Activities

Building on the concept of Douglas in Hamalik (2001:172) “one learns only by some activities in neutral system: seeing, hearing, smelling, feeling, thinking, and physical or motor activity. The learners must actively engage in the “learning”, whether it is information of a skill, an understanding, a habit, an ideal, an attitude or the nature of task”.

By virtue of those descriptions above, students' learning activities mean any activity done by the students during the teaching learning process. By doing many

activities they will gain the knowledge, comprehensions and aspect of behavior to develop their skill.

E. Concept of Teacher's Teaching Performance

It is necessary to observe the teacher's teaching performance during the teaching and learning process. According to Foster (1976: 37) a teacher is a central force that shapes the behavior of the individual child as well as those of children in groups. The teacher's teaching performance covers the teacher's behavior that can be described according to specific roles that stem from the expectation of the society, school, peers, colleagues, and the children themselves.

F. Concept of Video

In day-to-day environment we're in contact with the audio and visual (sound and picture). For audio, such as sound of music, human being, sound recording or other animals. To visual images, such as human being pictures, animals pictures, posters, etc.

Andre (1982:21) stated that audio-visual media is a media that consists of visual combined with audio that is very possible that the occurrence of two-way communication between teacher and students in the teaching learning process. In other word audio-visual media is a number of audiovisual equipment used by teacher as the educator in transferring the concepts, ideas and experiences caught by sight and hearing senses in order to make the students understand the material taught easily.

Canning-Wilson (2000) defined Video as the selection and sequences of message in an audio-visual context. Considerable confidence is placed in the value of audio visual aids to enhance the learning of foreign language. Stempleski in Thao vu (2003) stated that Video technology offers the obvious advantages of stop/start, rewind/reply, sound on/off, and freeze-frame controls. So, video is at best defined as the selection and sequence of message in an audio-visual context. So, what are the practical implications of using video in the classroom?

At the most basic level of instruction, video is a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey message. Video provides visual stimuli such as the environment and this can lead to and generate prediction, speculation and a chance to activate background schemata when viewing a visual scene reenacted. From the definition above, we can conclude that video is a technology tool that consists of some kinds of system used to show picture equipped with sound coming out through stereo sound. The video we are discussing here is video used for education.

G. Concept of Video in Relation to the Study

Stempleski (2005:364) states that video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences. A video sequence is a text that contains not only words but visual elements that provide essential evidence on behavior, character, and context, which are not usually in the script.

The use of video is appropriate media to attract the students' attention and the students' interest in understanding the unknown words since the teaching language through video makes language more alive and meaningful and helps to bring the real world into the classroom (Geddes and Sturtridge, 182-6).

Video is a good medium to be used in classroom. It consists of some features which can be used to play the video in wanted way. Besides of the aid to understanding given by the visuals and the way it focuses students' attention, it also can be played again and again until it meets students' goals of the teaching and learning.

As Twining (1991:209) stated that memory failure may be caused by lack of attention, interference from environment of inappropriate condition or strategies for study. It shows that the teacher should make the students keep their full attention in learning process, so the researcher hopes that video will be able to make the students eager to learn more, as it can raise their interest to pay attention more on the learning process.

Video is a powerful tool in helping English language learners improves their language skills. Once the decision has been made to use a video in class, thought should be given as to what purpose the video is being used for. The way the video is used and the materials for used with the video will depend on the role the video is to take.

There are four possible roles of video, first it can develop listening skills, it can be listening for global understanding, listening for details, the second is to provide information, it provides content relevant to students' need and interest, the third is to present or to reinforce language for example to reinforce grammar and vocabulary, the last role is to stimulate language production that video is used as a basis for discussion, a model for learners to follow, and a visual aid.

When Video is used in the classroom, it can stimulate and motivate students' interest. The use of visuals overall can help learners to predict information, infer ideas and analyze the world that is brought into the classroom via the use of video instruction, video can help manipulate language and at the same time be open to a variety of interpretations. (Canning-Wilson (2000)).

In line with the consideration above, a typical language teaching aid that is usually used is something that is visual or auditory. It may be well to be used in teaching children and teenagers as well as adult. From the writer's own experience as a student and a teacher, he found that everything which is new or amusing makes students excited, enthusiastic and willing to learn. That is why the writer decided to introduce audio visual aid to the students to help them to learn English.

People learn by watching, listening and doing things. They also need to practice the material and revise it in a way which is not dull and tedious. The above aids supply all of this.

H. Types of Video

According to Gallacher (2003) there are several types of video used in teaching language to young learner. They are: Animation/cartoons (e.g. Spider, Spot, Pingu, Mr Ben, Eric Carlyle story, Wallace and Gromit series, and the very hungry caterpillar.), Educational program (i.e. TV Documentaries made for children about science/nature etc, Dinosaurs series, The Blue Planet), TV advertisement Music programs about musicians, video clips, Drama (e.g. TV series/soaps for young learners).

There are videos available for a wide variety of students and instruction setting. Burt (1999) stated about two kinds of videos used in teaching and learning English; authentic videos that include movies, television program, and news broadcasting, and instructional videos that are likely to already have been evaluated for language, content and length.

In addition, Kathleen F. Flynn (1998) stated that three main types of videos available today are video series, supplementary videos, and video-assisted learning. Three main types of ESL videos available today are video series, supplementary videos and video-assisted learning.

1. Video Series, the video is an essential part of the course. Students watch the video both in class and at home. Most video series have an involved plot line and a number of characters providing students with real-life situations to discuss and write about. There are books, photo books that follow the plot, readers, and lab work books. Most video series are

designed to be used both in a traditional classroom and as part of a distance learning program.

2. Supplementary video. This is generally used as part of a class, but they can also be used in language laboratory. Supplementary video comes in two varieties. One type is designed to promote a specific skill such as taking notes or understanding lectures. The example of this type of supplemental video is the news series. Students watch actual news broadcasts on topics such as business, health, the environment and culture then explore these topics further with a corresponding text. The text contains reading material related to the stories, vocabulary exercises, and practice in all four language skills. These texts are not intended to replace the main grammar book in a course. Instead, they provide current topics for reading, writing and discussion. The second one is produced to accompany a text book or book series. These videos are intended to enhance a book series, for example, by providing video clips that explain a reading selection or highlight language functions, structures, or vocabulary.
3. Video-assisted learning for use in a language laboratory, classroom, pull-out class, or home-based learning. Video-assisted learning is usually introduced by the teacher who shows students how to use the tapes. Students then work at their own pace in the lab or at home.

The type of video used in this research was Video Series served in Slide Video containing some pictures and their written form related to the topic showed both

in auditory and visualization. By using this video the students can understand the vocabulary (both the oral form and the written form) easily and interesting.

I. The Procedure of Teaching Vocabulary by Using Slide Video

Stempleski (2005) presented some guidelines which help teachers to plan video lesson effectively and exploit the video material to its utmost effect. Teaching vocabulary will use three techniques, there are silent viewing, freeze framing, and normal viewing. It consists of three stages: pre viewing, while viewing, and post viewing.

Previewing

Any pre viewing activity will be associated with developing learner's comprehension strategies or stimulating student's background of the field. The activities that can be done are:

Telling the students that they are going to watch slide pictures and asking them some questions to stimulate their background knowledge.

While viewing

In this step, video is played more than once. The aims for watching the video for the first time and further times will probably are different. The activities that can be done are:

First viewing is as global understanding. Playing the video once and ask the students to guess the topic and content.

Second viewing: Presentation of language. After first viewing, ask the students several questions to check their basic understanding of the context of the slide video. For example, “what do you see in the slide”? “What profession do you want to be after finishing from your study?”

Post viewing

Post viewing activities are often connected to the idea of using language that come from the video or the video could simply have been used as a stimulus and the post viewing tasks are not connected in anyway to language found in the video. The activity that can be done is: having the students do the vocabulary task.

J. The Advantages and Disadvantages of Using Video in Teaching Language

1. The Advantages

According to Galacher (1997:71-95) and Griffin; 1982, 81-89) there are some advantages of video in teaching language, they are:

- Video is practical because it does not need any real object to bring into the class.
- Video can be used for every grade of education.
- Video can translate abstract things into realistic ones.
- Video can motivate students' motivation.
- Video can be used individually or group.
- Video can show the movement and the sound of the objects.
- Video can solve border of place and time.

Krashen (1976) said that knowing the present generation of students' demand for and familiarity with variety of learning media, the use of audio-visual materials in any language program must be considered motivating.

According to Peter Sturmey (*Journal of Positive Behavior Interventions, Winter, 2003*), video is clearly demonstrated to be a novel and expanding technology for positive behavioral support. Because it is acceptable and widely used by typical adults and children for leisure, educational, and business activities, it has considerable potential as an effective, socially acceptable form of support.

Griffin, L (1997) stated the benefits of using video;

- Video are exactly an instructional medium that generates excitement. Using sight and sound, video is the perfect medium for students who are auditory and visual learners.
- Video attaches emotions which stimulate and attract students, and it provides an innovative and effective means for educators to address the curricular concepts.
- Video provides another sensory experience that allows concept of actually be experienced and come to life while the teaching guide on each adventure shown in video.
- Video is a means for interactive instruction. The ability to stop, start and rewind it can be invaluable. The teacher can stop the video and challenge students to predict the continuation, elaborate on, or debate about some points, he can rewind a particular portion of a show to ensure that students understand a key concept. The teacher also can ensure interactivity by replicating activities, workshop, or demonstration in the classroom environment.

Based on Dunbar (1996), audio visual aids have some merits because they allow multi-sense learning to take place, they can be used to introduce new topics and summarize ideas, and they can be used to clarify complex or multifaceted ideas.

Hence, as good teachers who have to always recognize that education and life are one and have used everything at their command to vitalize the learning process through the five senses. In this endeavor the use of audio-visual aids has always been an integral part of education from traditional devices to modern technological devices like movies, radio, tape-recorders and television. These devices enable the English teachers to enrich and supplement the curriculum in providing perceptual and auditory experience as a basis for language development, thereby making English learning easy for students.

2. The Disadvantages

There are some disadvantages that most commonly cited by users of foreign language learners. A Gallacher (2003) stated that the drawback found in the classroom is passivity. Students get used to watch television passively. Teachers should try to avoid learners switching off in class when the video is switch on by providing stimulating activities where they can interact with and learn from the video. In addition, Rhodes and Pufahl (2003) stated that video may be boring if overused and does not foster interaction among students and between students and the teacher if the teacher does allow the video control the class.

According to Sujana and Rival (1997:71-95) and Hamalik; 1982, 81-89) there some the disadvantages of video in teaching language, they are:

- Video can not be conducted in the schools that have not been facilitated

language laboratory or computer laboratory.

- Video is relatively expensive and difficult to find everywhere.
- Video can only be used at schools that have been facilitated language laboratory and computer laboratory.
- Video is two dimension pictures.

(Adapted from: Sujana and Rival (1997:71-95) and Hamalik; 1982, 81-89)