

Teaching Vocabulary through VCD for Junior High School Students

AdeFitriNasution¹⁾, LailatulHusna²⁾, Ernati²⁾

¹⁾English Students of FKIP

E-mail : Adefitri_nasution@yahoo.com

²⁾English Lecturer

English Department
The Faculty of Teacher Training and Education of Bung Hatta University.

ABSTRACT

The purpose of this paper is to describe teaching vocabulary through VCD. Vocabulary is necessary in learning language. Using VCD in teaching vocabulary can help the whole process more engaging for teacher and students. This media should gain the students interest in learning new vocabulary. VCD in teaching vocabulary are ideal for home study. The use of audio visual media technique affected the process of teaching and learning. The writer will discuss some advantages of the use VCD in teaching vocabulary. The teachers believed VCD helping students to understand the lesson better, and making the lesson more exciting to the students . The teacher is required to be able to establish which make the teaching learning processes go optimally .the teachers and students do some activities to activate background knowledge. In this stage, the teacher plays the Blues Clues Cartoon Movie. They can do the activities in group of four. The teacher gives exercise to the students, teacher provides some exercise in the form of fill in the blank. Blues Cartoon movie video helps the students in learning vocabulary.

Key word: Teaching Vocabulary, Through VCD, media strategy.

A. INTRODUCTION

Vocabulary is one of language aspect and it is considered as the most important thing in language learning, especially in learning a foreign language. In learning English, students are expected to master the four skills: listening, speaking, reading, and

writing, as well as other two essential: grammar and vocabulary. Vocabulary should be taught to the students. Nunan(1991:77) states that learning English vocabulary is important, without having knowing vocabulary, a student will not be able to know what someone and others say.

In learning English students should master vocabulary, because it is one important aspect to master English language. Kustaryo in Dewi (1996:8) says that, vocabulary is important to learn a language proficiency which affect not only the students reading skills, but their speaking, listening, and writing, skills as well. All of the skills are related one to another. With regard to all skills, vocabulary is needed. It plays an important role because if a speaker has limited vocabulary items, he or she will have difficulties in communication.

There are many kinds of techniques in teaching English especially in teaching vocabulary to the English students. First is teaching English through pictures. The aim of this technique is to improve the students' vocabularies. By using this way it can support students' motivation and they can memorize vocabularies in their brain while they are learning vocabulary. Second is teaching English through games. It can motivate the students in speaking. It can also make the class more cheerful and give a good result in teaching learning activities. And the third technique used in teaching English is Video Compact Disc (VCD). By using English VCD, the students can express their idea, feeling and improve their pronunciation, speaking and also get many new vocabularies. So, the writer concludes that teaching vocabulary through VCD can support and motivate the students in mastering English.

The purpose of writing the paper the paper is to describe teaching vocabulary through VCD.

1. Teaching Vocabulary

Vocabulary is necessary in learning language. In teaching English especially in teaching vocabulary, we have

to consider their age, level of knowledge and their world. Mora (2001 : 23) suggests that traditionally the teaching of vocabulary above elementary levels was mostly incidental, limited to new items as they appeared in reading or texts.

Teaching vocabulary could be said as a process or a way to make students learn unit of words presented by teacher.

2. The Concept of Vocabulary

Vocabulary is important in understanding what is being read. A reader should know what word in a sentence means. When we talk about vocabulary, it means that we are talking about word. Without vocabulary, someone is stringing words into a sentence and understand every meaning of a word. Elley (1989), expresses vocabulary is key of all the sentences, when we want to make a sentence, of course we need vocabulary to make a sentence and we need a vocabulary to talk with others. So, vocabulary is very important to every sentence in English language. We can see that, if we don't understand meaning of every word that we found on the text or sentences, we can not understand the sentence. Because of each word that we find on the text which has connected with another word.

Based on the definition above we can say that vocabulary is total number of words that compose a language, group of words and vocabulary is the same as words.

3. The Types of Vocabulary

Vocabulary is an essential element in learning foreign language. There are some kinds of vocabulary proposed by some expert in language teaching. In

addition, vocabulary is an important aspect of the language. Actually, to master a language the learners should master the vocabulary of the language. According to them, active vocabulary is used in speaking or writing activities and should be used systematically presented and practiced. Whereas passive vocabulary is used in listening or reading activities and should be recognized and understood when they occur in context to get good comprehension. The other versions of these types are receptive and productive vocabulary.

- The receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning.
- Productive vocabulary is smaller than receptive vocabulary. And we can't conclude many words to which we assign some meaning. Productive vocabulary is used in everyday speech, while receptive vocabulary covers words which are not essential for production in speaking and writing.

Based on the explanation above, it can be concluded that there are two kinds of vocabulary, that is general vocabulary and technical vocabulary.

Student might even have a receptive knowledge of a wider range of vocabulary which means they can recognize the item and recognize its meaning. Nevertheless, their productive

use of a wide range of vocabulary is normally limited, and this is one of the areas that need greater attention. At this stage, the focus is not only on students understanding of the meaning of words, but also on their ability to use them appropriately.

4. The Importance of Vocabulary in Language Learning

Vocabulary is basic lesson in language. Without mastering, we are not able to use the language, and every language has grammatical patterns that related vocabulary. Vocabulary is really needed in reading and speaking and also in writing and listening as well. Pittman (2003) states that confidence with vocabulary gets along way in reading, writing, listening, speaking and with standardized test taking.

Vocabulary is basic lesson language. Without mastering vocabulary, we are not able to use the language, and every language has grammatical patterns that relate to vocabulary.

As we know, vocabulary is very important in effort to learn a language, because it's related to basic language English skills, namely : listening, reading, speaking and writing. So, students should learn vocabulary first. It has been known that vocabulary is very important in language teaching particularly in foreign language. Because of that, the students vocabulary should be developed.

Vocabulary is an element of language which plays a very important role. Mastery of vocabulary is a major core in studying a foreign language because

without having enough vocabularies, someone can not use it well.

5. VCD

In teaching vocabulary to young learners, the teacher should be more creative and able to keep the students away from getting bored. In order to keep the students away from getting bored in learning vocabulary, the teacher should use an appropriate instructional media.

This media should gain the students' interest in learning new vocabulary. Media such as cartoon, VCD, tape recorder, overhead projector, radio, television, computer, and etc. play important role in teaching vocabulary. They are very useful for the teacher to achieve the instructional goals and the objectives of learning, besides as a tool to command students in teaching learning process. If you are familiar with regular audio/music CDs, then you will know what a VCD looks like. Increasing the students' participation in language classroom activities is very crucial to the success in language learning.

In language teaching, there is a number of ways to involve the young learners such as games, media video and the use of all those facilities is obviously helpful for motivating learners. There are various types of facilities. Native speakers can be considered as a facility. Students can watch native speakers on Videos or VCDs or DVDs (in the latter parts of this study, the term VCDs will be used to refer to all three means). Moreover, young learners usually are more visually oriented. Hypothetically, the use of videos in classroom settings could help to prolong young learners' span of concentration and

to motivate them during classroom activities. Yet, the issue seems to have been underexplored.

6. The Concept of VCD in Teaching Vocabulary

Hackbarth(1996:134). "Audio is a media which is only emphasized to the sound to deliver the information and message", it means that audio is one of media to produce the sound which can be used in teaching-learning process.

By audio media we mean the various means of recording and transmitting the human voice and other sound for instructional purposes. The audio aids most commonly found in the classroom are record player. Audio visual media are very portable and can be used at the field with battery power

VCD in teaching vocabulary are ideal for home study. Many students are ready to have their own VCD for teaching vocabulary. Audio visual media or VCD in teaching vocabulary are easy duplicated in whatever quantities are needed. As with all media, audio instructional devices have limitations audio tends to fix the sequence of a presentation even though it is possible to rewind the tape and hear a recorder segment again or advance the tape to the upcoming portion.

7. The use of VCD in Teaching Vocabulary

The use of audio visual media technique affected the process of teaching and learning, it could make the teaching process went well, the teacher could motivate the students so that they could learn actively in the classroom. The teacher also could interact better with the students. the

video should be interesting. Next, the video clip should tell a complete story a section of a story. This is important as young learners' primary motivation for watching is enjoyment.

The use of VCD in teaching vocabulary make the student relaxed and their inhibitions both acquiring second language are taught. While they are more relaxed, they are also more attentive than usual, and therefore, more receptive to learning. Through video, students are exposed to authentic examples of the second language. Furthermore, target vocabulary, grammar, routines and patterns are modeled in context, but a few of the benefits associated with video use in the second language classroom.

8.The Advantages of VCD in Teaching Vocabulary

It is a great advantage for English learners to have a great deal of number of vocabulary, especially for the students of elementary school. This is how the linguist Wilkins, summed up the importance of vocabulary learning. It means that even though someone's grammar is not good, he/she will be able to keep talking because of having many English words.

The writer will discuss some advantages and disadvantages of the use of VCD in teaching vocabulary. The survey showed that teachers believed VCDs were more advantageous than audiocassettes at least in two ways. First, VCDs helped students to participate more actively in classroom activities. Second, Helping students to understand the lesson better, and three, making the lesson more exciting to the students.

According to Harmer cited by Johana (2010:13) one major advantage

of VCD is that learners not only can listen the language but also they can see visualized, in order to support their comprehension, videos contain visual clues such as gestures and interpret the video in deeper way.

There are totally five benefits that video can bring about when used in teaching vocabulary. First, children enjoy language learning with video because video creates an attractive enjoyable learning environment. Second, video is an effective way of studying body language as younger language learners are still learning about the world around them. Third, children can obtain confidence through repetition when they watch a video several times and absorb and imitate what they see and hear. Fourth, video communicates meaning better than other media.

Video can make children become passive when watching it so teachers should provide as many stimulating activities as possible where the children can interact with and learn from the video. Furthermore, children's parents may get annoyed when hearing their children spend the class watching the video as they can do it at home. Hence, the time to watch the video should be kept to a minimum and the children should have something concrete and related to the video to show to their parents.

The audio visual media (VCD) in teaching vocabulary has significant effect, it could increase the students vocabulary. The students were enthusiast in learning vocabulary, they were motivated, and they could learn vocabulary easier.

One of the most appropriate materials applied learning and teaching vocabulary, of course, video.

9. Step of Teaching Vocabulary Through VCD

VCD are very simple audio visual aids. We can just make them by writing the words or the number and the pictures by our selves. Using the audio visual aids in vocabulary class, the students are encouraged to give their opinions about the presented pictures. The teacher can also make them more active during the teaching – learning process. While VCD for a short time is very useful as they want the students to speak and memorize the words automatically.

In order to make the lesson well, the teacher did the steps in teaching vocabulary using VCD.

Based on Rienita(2011 : 47) there are several steps of teaching vocabulary through VCD. they are :

1. Preparing
 - a. Preparing to the room and the audio visual system.
 - b. Preparing the students to deal with teaching using VCD and movie.
 - c. The preparation above are expected to give an intelligence reaction to a certain thing existed in the movie.
2. Teaching process
 - a. Study the movie, when it is necessary ; repeat it depends on the problem discussed in class.
 - b. Control the situation of the class and set seating place.

The teacher is required to be able to establish which make the teaching learning processes go optimally.

B. STEPS OF TEACHING VOCABULARY THROUGH VCD

Before the teacher starts to teach in the classroom, she or he should prepare the material at home. The first, this teacher prepare of materials selection and also time schedule. Second, the teacher prepare one video that has been selected to teaching purpose when she or he comes to the classroom. She or he should picks video that students know because it may present excellent opportunities to improve their vocabulary.

1) Pre-Teaching Activity

- The teacher says greeting
- The teacher asks some questions about the video to the students.
- The teacher does the apperception. It means the activity which emphasizes to recall the student's background knowledge.
- The teacher also does the motivation. It means teacher motivates students to follow the new lesson.

2) Whilst-Teaching Activities

This activities, are divided into three stages: exploration, elaboration and confirmation.

a. Exploration

In the exploration, the teacher and students do some activities to activate background knowledge and stimulate the students imagination with the material given. The aim of this stage is to build up the students background

knowledge which has the relationship with the topic that will be learned. Students are involved in getting information broadly about what is learning and teacher wants students to be cooperating and autonomous people.

This activities, are divided into three stages: exploration, elaboration and confirmation.

a. Exploration

In the exploration, the teacher and students do some activities to activate background knowledge and stimulate the students imagination with the material given. The aim of this stage is to build up the students background knowledge which has the relationship with the topic that will be learned. Students are involved in getting information broadly about what is learning and teacher wants students to be cooperating and autonomous people.

The teacher builds the students knowledge by showing some pictures about video. After showing the picture, the teacher asks the students some questions. For example ;



Teacher :What picture is it ?

Students : Blues Clues Cartoon movie

Teacher : Have you ever watched the Blues Clues cartoon movie ?

Students : Yes, I have watched Blues Clues cartoon movie

Teacher :Do you know the the animal in the Film ?

Students : Yes I know, it is a dog

Teacher : What do you think about the Blues Clues cartoon movie ?

Students : It is good

Teacher : Our topic today is about Treasure map in Blues Clues Cartoon Movie .

a. Elaboration

Elaboration is activities in which students are given more change to achieve knowledge by doing some activities to make their understanding. Teacher facilitates students by giving them some tasks, discussions and etc. In this stage, the teacher plays the Blues Clues cartoon movie. They are facilitated to learn cooperatively and collaboratively. They can do the activities in group of four. Next, the teacher play the video.

After the students watch the movie, the leaders from each group has to read their report in front of the class. The teacher invites group one by one by using lottery to read their work. When a group presents their list of vocabulary, other groups have to pay attention, because the teacher will ask them about how to pronounce the vocabulary correctly.

c. Confirmation

In this occasion, the teacher will do confirmation to all of students. In the other words, the teacher gives a positive feedback and emphasizes what they have done. The teacher gives exercise to the students. As the students finish their job, the teacher and students discuss whether their answer are true or false. The teacher tells the correct answer and students check their friends answer and give point for the correct answer.

Example: Teacher provides some exercise in the form of filling the blank word.

3) Post-Teaching Activities

In post-teaching activities, the teacher motivates students who do not participate yet. Teacher and students repeat again vocabulary that they just learned. In this phase, the teacher also asks students to watch other episode of Blues Clues cartoon movie. After the students got the words, these can become their home work. The teacher asked to find out the meaning of the words at home. After that, they are asked to report the words with the meaning at the next meeting. before going home, the teacher concludes the lesson and closes the class. The teacher concludes the lesson and closes the class by praying together.

C. CONCLUSION AND SUGGESTION

Based on the previous discussion, it can be concluded that in order to help

the students to enrich their vocabulary, the teacher should pay more attention to material, media and activities in the class. The teacher is expected to be a good teacher in facilitating the learning process. He or she should be able to create some activities that can help students to improve their number of vocabularies.

In order to make the students eager in studying English vocabulary. The writer want to recommend English teacher to use appropriate methods in teaching vocabulary than the traditional one (the teacher only teaches the students by English textbook and later ask students to answer those questions which relate to the topic that is being taught) because today's education demands the teacher to be attractive and creative in teaching learning. In addition, the teacher should encourage themselves to create new and creative ways of teaching by using various material and media, so that the students are more interested in learning English vocabulary. It can be implemented out of classroom by using laptop, computer or television. Hopefully, the teacher would use this cartoon movie to increase the students interest and motivation in learning vocabulary.

The writer also would like to give some suggestions to the teachers about the teaching process. They can consider to use video in teaching vocabulary. Therefore, mastering kinds of teaching media is very important.

Blues clues cartoon movie in video is very interesting to be a students' learning media when learning vocabulary, because every word that is told in the video is clear and easy to understand it .

It is suggested to the teacher and students to use video in teaching vocabulary.

Acknowledgement

Alhamdulillah, the writer expresses her sincere thanks to ALLAH SWT who has blessed her in finishing her paper. This paper is aimed to fulfill one of the requirements to get S-1 degree at English Department of FKIP Bung Hatta University.

The writer's deepest gratitude and appreciations are also addressed to her first advisor LailatulHusna, S.Pd, M.Pd and the second advisor Dra. Ernati, M.Pd who have guided her in completing this paper. Their advices and supports were very valuable for her during her study. She would like to thank to the Dean of FKIP Bung Hatta University Drs. KhairulHarha, M.Sc. and Chairwoman of FKIP Bung Hatta University, Dra. Ernati, M.Pd. The writer's sincere thanks are also extended to all lecturers of English Department who have taught and guided her tenderly.

The writer's deepest special gratitude for her beloved mother, Nurhanifa, father Ramlan Nasution for their love and care which cannot be paid by any material in this world. As well as the writer's brother and sister Fauzi Akbar and Ira Gustina for all support, care, giving spirit, prayer and love.

At last, the writer would like to express thanks to her best friends at FKIP Ping 2009, especially to Ajmal Hafizah Padril, Desiwitri, Disa Sally Rahayu, Nana Lecia, Evita Yuliantina Y, Widya Elsa, Lidia Hermawati, Suci Veniza S, and Nesia Ardika, and also to my close friend Hendra Fison for his spirit.

Bibliography

- Agus, 2013. *Teaching Vocabulary through English Song*. Unpublished Paper. Padang : FKIP Bung Hatta University.
- Elley, W. B. (1989). Vocabulary acquisition From listening to stories. *Reading Research Quarterly*, 24, 174-187.
- Gnoinska, A. (1998). “ Teaching Vocabulary in Color .” *English Teaching Forum*.36.3: 20 January 2014
- Hackbarth. 1996. <http://www.amazon.com/Spanish-Educators-Audio-Compact-Discs/dp/0764179535>. Accessed On January 8, 2014.
- Jhoana, Lady. 2010. *Using Video Material As a Teaching Strategy For Listening Comprehension*. Universitas Technologica De Pereira.
- Mora, S. 2001. “ Teaching Vocabulary to Advanced Students: A Lexical Approach.” *The Internet TESL Journal*.4.4: <http://iteslj.org/Techniques/Fengying-Writing.html>. (20 January 2014)
- Pitman, W. “ Building Vocabulary through Prefixes, Roots and Suffixes.” *The Internet TESL Journal*.9.7 : http://iteslj.org/Techniques/Pittman-Building_vocabulary.html. (20 January 2014).
- Robertton. 2002. *Teaching Vocabulary Through English Song*. New York: McGraw Hill Publishing Company.
- Supia, Dewi. 2003. *Teaching Vocabulary by Using Song in Elementary School*. Unpublished Paper. Padang: FKIP Bung Hatta University.

,