CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There are some related studies that discussed on vocabulary. The first is journal article by M. naci kayaoglu entitle: "a small scale experimental study using animation to learn vocabulary at karadeniz technical university ". The result of the research indicated that the teaching of vocabulary by using animation the student became aware of its contribution to their vocabulary knowledge.[1]

The second is thesis by Najah muhammed wafi entitle: the effectiveness of using animated pictures program in learning English vocabulary among the fifth graders in gaza. The result of the research indicated that the teaching vocabulary by using animated pictures program provided students with a better learning environment which reflected on their achievement in English language vocabulary. [2]

The third is journal article by Somayeh kishani farahani entitle: flash cards versus animated cartoon (a comparative study in vocabulary teaching and learning at islamic azad university semnan iran). The result of the research indicated that the animated cartoons play in important role in lowering the effective filter, with psychologically affect's one learning. For example, we fell comfortable since it is easy for us to get meaning from foreign language cartoons with subtitles and captions.[3]

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[1] M. Naci Kayaoglu, *A Small Scale Experimental Study Using Animation ToLearn Vocabulary.* Unpublished Thesis, Caradeniz Technical University,2011. P. 29

[2] Najah Muhammed Wafi, *The Effectiveness Of Using Animated Pictures Program In Learning English Vocabulary.* Unpublished Thesis, gaza : The Islamic University, 2013. P. 100

[3] Somayeh kishani farahani, *Flash Cards Versus Animated Cartoon (A Comparative Study In Vocabulary Teaching and Learning.*Unpublished Thesis, Iran : Islamic Azad University.2014. 294.

Based on the previous studies above, the writer did the different study, In this case the writer had different subject and object of the study. The subject of this study was the students of tenth grader's of SMKN 1 of Palangka Raya, and the object of the study was teaching vocabulary using animation pictures.

B. Vocabulary

1. Definition of Vocabulary

Hocket argued that vocabulary was the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom. Rivers has also argued, vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.[4]

Vocabulary is a basic and a foundation to learn English. According to David Wilkins in Norbert's book, he summed up the important of vocabulary learning, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".[5]

Based on the explanation above, the writer concludes that vocabulary is a part of language component. Vocabulary has a complex function in human being's life. Vocabulary is the form at all words that human being use to communicate each other. Trough vocabulary, people convey what they one to say and receive what they want to hear.

2. Kind of Vocabulary

Vocabulary is the one of the most important aspect of the foreign language learning. Further, vocabulary is the meaning associated with spelling word, the focus in the meaning. So the learners have to know about vocabulary if they want to get success in their learning language.

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[4] David Nunan. *Language Teaching Methodology*. Prentice Hall International. 1998. p. 117.
[5] Norbert Schmitt. *Researching Vocabulary: A Vocabulary Research Manual*, University of Nottingham: Palgrave Macmillan, 2010, p. 3.

Vocabularies are varieties. Here, the level of vocabulary is for secondary students of SMKN 1 Palangka Raya.

Based on the subject profile of vocabulary used the teacher. In the subject profile of vocabulary contents some core materials that are tough by teacher to the students as follow related there are many kinds of vocabulary that should be comprehended by the teachers before giving it to the students. Summarizing many kinds of vocabulary elaborated. According to Thornbury, there are two kinds of vocabulary, such as;[6]

1. **Function Words (Grammatical Words)**

Function Words (Grammatical Words) are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker.

a) **Prepositions**

Prepositions are words or group of words that is used to show the way in which other words are connected. Example, for, of, in, etc.

b) **Conjunctions**

Conjunctions are words that connect sentences, phrases or clauses. Example, and, so, but, etc.

c) **Determiners**

Determiners are definite article, indefinite article, possessives, demonstrate, and quantifiers. Example, the, a, an, my, this, some, etc.

d) **Pronoun**

Pronoun is a word that used in place of a noun or noun phrases. Example, her, she, they, etc.

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[6] Scoot Thornbury. *How to Teach Vocabulary*.England :Pearson Education Limited, 2002. P.4.

2. Content Words (lexical words)

Content words   lexical words), are words that carry the content or the meaning of a sentence and are open-class words.

a). Verbs

Verbs are words or group of words which is used in describing an action, experience or state. Example, write, ride, etc.

Adjectives are words that give more information about noun or pronoun. Example, kind, better, etc.

b). Adverbs

Adverbs are words or group of words that describes or adds to the meaning of a verb, adjective, another adverb, or a whole sentence.

Example, carefully, at home, etc.[7]

c). Nouns

Nouns are words or group of words that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb. Example, Eleanor, book, etc.

1. There are kind of Nouns.[8]

In English there are five kinds of noun. They are:

a). Abstract Nouns

Abstract nouns are the nouns that cannot be touched by the five senses.

Examples: Happiness, freedom, health, honesty, courage, etc.

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[7] Jeremy Harmer, *How to Teach English,* England : Pearson Education Limited, 2001,p.3.

[8] Zulfiqur Rahman. *The Use of Flash Cards In Teaching English Vocabulary of Paket B at Pusad Kegiatan Belajar Masyarakat (PKBM) Tilung Raya of Palangka Raya.* Unpublished Thesis, Palangka Raya: State Islamic Collage of Palangka Raya, 2013. P. 15.

b). Concrete Nouns

Concrete nouns are the nouns that can be touched by the five senses.

Examples: Chair, bread, people, car, perfume, etc.

c). Common Nouns

Common nouns are the nouns that indicate the kinds, class of things, places, etc.

d). Proper Nouns

Proper nouns are the name of person, place that only for it.

Examples: Totti, Yogyakarta, Indonesia, Australia, Canada, etc.

e). Collective Nouns

Collective nouns are the names of units or groups as the groups or units of its members.

Examples: A team, a committee, a jury, a club, a convoy, etc.

f). Materials Nouns

Materials nouns are the names that indicate the name of materials.

Examples: Gold, water, fish, iron, blood, etc.

d). Adjectives

An adjective is a describing word. It tells you more about a noun. An adjective usually appears before the noun it describes. Something though, the adjective appears, after noun, later in the sentences. For examples: smart, tall, windy, etc. [9]

1. There are kind of adjective:

a). Adjective of Quality

Adjective of quality shows form, piece, or condition of noun or pronoun

Examples: Small, fat, large, poor, short, etc.

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[9] Anne Seaton Y.H. mew, *Basic English Grammar For English Language Learner Book 1*, saddleback educational publishing, 2007.p.127.

b). Adjective of Quantity

Adjective of quantity is adjective that shows the uncountable thing.

Examples: Much, little, some, all, bit, etc.

c). Adjective of Numeral

Adjective of numeral is adjective that shows definite or indefinite amount or sequence.

Examples: One, two, three, etc. (cardinal)

First, second, third, etc. (ordinal)

Double, single, triple, etc. (multiplication)

d). Demonstrative Adjective

Demonstrative adjective is the adjective to indicate something.

Definite: This, that, those, these, such other, etc.

Indefinite: Another, any certain, some, a. an, any, etc.

e). Proper Adjective

Proper adjective comes from the proper noun that usually indicate the nationality of language.

Examples: English, Dutch, Javanese, Canadian, etc.

f). Interrogative Adjective

Interrogative adjective is the adjective that is used a question.

Examples: What time will you come?

Which man do you mean?

g). Possessive Adjective

Possessive adjective is the adjective that is used to show the possession.

Examples: My, our, your, his, her, its, their.

h). Distributive Adjective

Distributive adjective is the adjective that indicates the one of the all amount.

Examples: Each, every, either, neither.

There is an important relationship between function word and content words, in that very often the syntactic criteria for assigning words to lexical categories rely on specific types of function words.[10]

Vocabulary has high utility in language. It is introduced early because it refers to one self and to others in numerous relations of everyday life. The kinds of vocabulary refer to nouns, adjectives, verbs, adverbs, and prepositions. This study focused on nouns and adjective, based on curriculum and syllabus that used by SMKN 1 of Palangka Raya. For examples.

Table 2.1 Example of Noun and Adjective

(Nouns)	(adjective)
Adjustable wrench, hammer, screw driver, machine, pump, sparkplug, strong battery, etc.	Small, big, long, yellow, black, red, short, thin, fat, tall, sad, bad, and beautiful.

3. Vocabulary Mastery

Vocabulary mastery is always being an essential part of English. Lewis and Hill say that vocabulary mastery is important for the students. Without having proportional English vocabulary, students will get some difficulties in using English.[11]

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[10] Andrew Radford, Linguistics An Introduction (The Second Edition), New York: Cambridge University Press. 2009. P. 133.

Vocabulary mastery is very significant for the students as the basis of developing language skill. The students will not understand what the meaning of words in, when they communicate each other without mastering English vocabulary well. The students are expected to master as much vocabulary as possible. So they can develop their language skill. Considering the importance of mastery of vocabulary to improve language skills, student's vocabulary mastery should increased the entire of words.[12] Because, if the students mastering vocabulary, it could help the students mastering English well.

1. The Purpose of Vocabulary Mastery

The purpose of mastering English vocabulary for the students is to make them easier and be able to learn English. Learning a language is learning its vocabulary. We cannot learn language without vocabulary. It is impossible because vocabulary is all the words that we use in language. However the mastery of vocabulary also depends on the individual's quality to use her or his language.[13]

There are several criteria that learner can master or know vocabulary in a target language. The learner is able to: [14]

1. Recognize it in its spoken or written form.

2. Recall it at all.

3. Relate it to an appropriate object or concept.

4. Use it in the appropriate grammatical form.

[11] Budi Setiawan.*Improving The Students' Vocabulary Mastery Through Direct Instruction*. Surakarta, sebelas maret university. 2010, p. 10.

[12] Aisyarani *The Vocabulary of The Eleventh Grade Students of MA NahdlatulMuslimin In The Academic Years 2013/2014 Taught By Using Animation Video.* Unpublished Thesis. Muria Kudus University. 2014, p. 12

[13] Ibid. p.12

[14] Dorit Sasson, *Best ESL Vocabulary Teaching Practices-What If You Gave the Content First ?*

5. Pronoun it in a recognizable way.

6. Spell it correctly-in writing.

7. Use it with the words it correctly goes with- i. e. in the correct collocation.

8. Be aware of its connotations and associations.

Use it one appropriate level of formality and in appropriate situations.

2. Assessing Vocabulary Mastery

Test is a way getting feedback on the teaching learning process.[15] Without testing, here is no reliable means of knowing how effective a teaching sequence has been. Unlike grammar, vocabulary knowledge is more readily itemized, and hence more easily measurable. Thornbury classify the type of vocabulary test into four types.

These are types of the test:

a. Multiple-choice test are a popular way of testing in that they are easy to score. It format can be used with isolated words, words in sentences context or words in whole text.

b. Gap fill test, this tests require learners to recall the words from memory in order to complete a sentences or text.

c. Selective (open) cloze type test, a variant of this test is one in which, rather than every word, specially chosen words are deleted. [16]

d. C test, in this test the second half of every second word is deleted.

Read proposes three dimensions which form a framework for analyses of vocabulary tests the first is Discrete test or Embedded test.

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[15] Scott Thornbury, *How To Teach Vocabulary*, p.139

[16] Ibid , p. 132-133

This dimension identifies whether vocabulary is being treated as a discrete language competence, or whether it contributes to a broader assessment profile. Second is a selective test or comprehensive test. This dimension distinguishes between tests of preselected vocabulary items and tests which rate overall vocabulary use. The last is context -independent- context – dependent test. This dimension considers the extent to which to the test-taker is required to engage with and utilize the context in which the vocabulary items appear. [17]

Synonyms are not always interchangeable in a context (without altering the meaning). However, where a word may be replaced by another in a particular context testers may easily be misled into regarding synonyms as being generally interchangeable. [18]

Event such near synonym as *glad* and *pleased* are sufficient to indicate to the intelligent student that the choice must be between *polite* and *kind*, since if *glad* were correct, *pleased* would probably also be correct. It is also dangerous to "pair off "options by providing an antonym as a distracters. Options A and B and C in the following vocabulary item immediately stand out; again, the clever student will be able to narrow his choice down to two options once he realizes that A means the opposite of C.

It is advisable to avoid using a pair of synonyms as distracters: if the tester recognizes the synonyms, he may realize immediately that neither is the correct option. Since there can be only one correct answer.

The old man was always *courteous* when anyone spoke to him.

A. Go up   B. talk   C. come down   D. fetch

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[17] Jhon Read, *Assesing Vocabulary*. Cambridge University Press 2000, p. 411.12
[18] J.B. Heaton, *Writing English Language Test*, England: Longman, 1975. P. 44

In assessing vocabulary mastery of the student, the writer uses multiple choice test. The test adapted from English Vocabulary Test book by SMKN 1 the question of the test is in English language and the choice is in English.

C. Media in Teaching

1. Definition of Media

Media is a means of communication and source of information. Derived from the Latin word meaning "between ", the term refers to anything that carries information between a source and a receiver. Examples include video, television, diagrams, printed materials, computer programs, and instructors. These are considered instructional media media when they provide messages with an instructional purpose. The purpose of media is to facilitate communication and learning. [19]

2. The Function of Media

In teaching and learning process, media is a tool to help the teacher and the student to increase their learning activities.[20] By using media, the teacher can create a conductive situation in learning process and very helpful to motivate the student in their learning activity and it also effective in teaching.

There are some reason why teaching media could increase students' learning process. The first reason is about the advantages of media in learning process, such as:

a. Teaching process will be more interesting. So the students' motivation could be increase.

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[19] Robert Helnich and Michael Molenda, *Instructional Technology and Media for Learning,* Columbus : Upper Saddle River,.p.9.

[20] Della Novianti Ridha, *The Effect Of Comic Strip Media On Vocabulary Size At The Eleventh Years Students Of SMAN 1 Hanau*. Unpublished Thesis, Palangka Raya : State Islamic Collage Of Palangka Raya. 2014, P. 24.

b. The materials clearly in meaning. So, the students can understand and master the purpose of teaching better.

c. The teaching method will be more varied, not only verbal communication by the teacher. So, the students do not feel bore and the teacher do not spend his energy more.

d. Student will do more learning activity, because not only listen the teachers explanation but also other activity like observe, make something, demonstration, etc.

The second reasons is about how the level of student thinking. Level of human thinking is follow the developments of human begin from the concrete to the abstract, from the simple thinking to the complex. By teaching media make the abstract thing to be concrete and make the complex thing to be simple.

3. The Types of Media

There are some types of media[21].such as:

a. Supplementary materials including reading materials: book, comic, newspaper, magazine, bulletin, folder, pamphlet.

b. Audio visual media:

1). Non-projector media; blackboard/whiteboard, diagram, graphic, poster, cartoon, comic, picture.

2). Three dimension media; model/natural thing like diorama, doll, mask, map, globe, school museum.

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[21] Hamalik, oemar, *Pengajaan Yunit: sStudy Kurikulum dan Methodology* (bandung:alumni 1982),p 120 16

3). electronic media; slides, filmstrip, film, record, radio, television, computer.

c. Society source: people, industry, history, area, custom, politic.

d. Material collection: chemist, seed, and leaves.

 e. Gesture: all action by the teacher in the class like moving hands, foot, body, and facial expression.

In addition, Suparno defines kinds of teaching media that can be used in the process of teaching and learning process into four types[22], they are:

a. Non-projector visual media: the viewing media that cannot be projector object to other surface, for example: flash card, pictures, etc.

b. Projector-visual media: the viewing media that can be projected of the object of transparency to other surface example OHP (Over Head Projector).

c. Audio media: the teaching media that delivers message by sound, for example: tape, recorder, etc.

d. Audio-visual media: the teaching media which delivers message through sound and also its picture or action can be seen with its sound. For example: TV, VCD, etc.

e. Visual- media

Foreign language learning needs to be support by the attractiveness of the language instructional media, they are needed. The visual media is one type of language instructional media, than can be easily get than audio visual media. [23]

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[22] Soeparno,*Media Pembelajaran Bahasa* (Yogyakarta: PT intan parawira,1988),p.50

There are many ways LCD, photograph, charts, porters, magazine, newspaper, animation pictures, postcards, flashcards, puppet, and book can be used in English teaching. [24]

Game: the teaching media by game which is done by individual, group, or in pairs. For example: puzzles, guessing, the words, etc.

The animation picture is included in visual media, and in this study the writer will discuss about animation pictures.

D. Animation Pictures

1. Definition of Animation Pictures

Moving diagrams or cartoons that are made up of a sequence of images displayed one after the other and these animations are produced with effects and sounds.[25]

Animation picture were developed by Whitely, the teacher creates a new model of the writing process for teach student to be more success in writing, and it is animation picture. Animation pictures are defined as media in teaching writing, which teachers bring animation pictures for were given to students and distributed to students in groups and then assign students to write a short descriptive paragraph in accordance with animation picture to describe the content the picture. Wright says that animation we can completely restructure reality. Beside, educational, comedy, and action-adventure are viable markets for breaking into animation

[23] Selviana. *The Effectiveness of Using Flash Card To Enhance Vocabulary Mastery of The Fifth Grade Students At Islamic Elementary School of MIS Muslimat NU of Palangka Raya*. Unpublished Thesis, PalangkaRaya: State Islamic Collage Of Palangka Raya: 2012. P.

[24] Syaiful Bahri Djamarah and Aswan Zain. *Strategi Belajar Mengajar*. Jakarta: PT Rineka Cipta, 2006. P.120.

[25] Najah Muhammed Wafi, *The Effectiveness Of Using Animated Pictures Program In Learning English Vocabulary*. Unpublished Thesis, gaza : The Islamic University, 2013. P. 11

writing, the anime shows are done in Japan and do not provide work for outside writers were developed by Marx.[26]

2. Type of Animation Pictures

There are many types of animation which can be used in our classes, but the writer will mention the three major types of animation. These types can be used in technology education and graphic communication classes:

a. Traditional animation:

Thomas and Lisa, state that this type of animation is called cell animation because it is the individual frames of a traditionally animated film and photographs of drawings, which are first drawn on paper. It is the main process which can be used for the most animated film of the 20th century.

b. Full animation:

Full animation refers to the process of producing high quality traditionally animated films, which have a regular use, detailed drawing and visible movement.

c. Computer animation:

Computer animation means the digital pictures which can be digitally created. It focuses on manipulation of images in which characters and objects move and interact. Moreover, Bancroft and Keane in wafi define computer animation as a program which uses animation software to create and copy individual frames. Animation software programs, such as Mice or Animor, are

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[26]I Gede Putu Prastihana, *Improving Descriptive Paragraph Writing Thought Animation Pictures Of The Eighth Grade Srudent In SMPN 3 Amlapura.* Unpublished Thesis, denpasar : Mahasaraswati Denpasar University, 2014. P. 9

known for their usability."The writer used the computer animation, the most usable and the easiest kind which can be used in our schools.[27]

Animations pictures are include in full animation because animation pictures that have a regular use, detail drawing and visible movement.

3. The Principles of Using Animation Pictures in Teaching Vocabulary

According to Mireille Betrancourt, there are five design principles as follow:[28]

1. Apprehension principle: the external characteristics should be directly perceived and apprehended by learners. In other words, the graphic design of objects depicted in the animation follow the conventional graphic representation in the domain. This principle also recommends that any additional cosmetic feature that is not directly useful for understanding should be banished from animation. For example, 3D graphics should be avoided as should bi-dimensional motion or change in the display. Similarly, realism is not necessary when the point is to understand the functioning of a system or to distinguish its parts.

2. Congruence principle: Changes in the animation should map changes in the conceptual model rather than changes in the behavior of the phenomenon. In other word, the realism of the depicted phenomenon can be distorted if it helps understanding the cause-effect relationships between events in the system. For example, in mechanics, events that occur simultaneously can be successive in the chain of causality (e.g. a valve opens and the water flows in). In this case, it should be better to represent the two events successively in the animation, so that the learners can build a functional mental model of the display.

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[27] Najah Muhammed Wafi, *The Effectiveness Of Using Animated Pictures Program In Learning English Vocabulary.* Unpublished Thesis, gaza : The Islamic University, 2013. P. 14

[28] Mireille Betrancourt. *The Animation and Interactivity Principles in Multimedia Learning. Geneva University.*

3. Interactivity principle: The information depicted in the animation is better comprehended if the device gives learners the control over the pace of the animation. This can be a simple "Resume" function in a pre-segmented animation, which has be shown to improve learning. Not only this simple control gives learners time to integrate information before proceeding to the next frame, but also it segments the animation into relevant chunks. The addition of a higher degree of control (traditional functions of a VCR) should be used when it can be assumed that learners have the capabilities of monitoring the cognitive resources they should allocate to each phase of the animation. Learners could evaluate their needs since they could mimic the procedure of tying. Learners were not able to evaluate the most conceptually relevant parts of animation but that they rather focused on perceptually salient features.

4. Attention-guiding principle: As animation is fleeting by nature, often involving several simultaneous changes in the display, it is very important to guide learners in their processing of the animation so that they do not miss the change. Moreover, Lowe shows that learners' attention is driven by perceptually salient features rather than thematically relevant changes, simply because novice learners are not able to distinguish between relevant and irrelevant features. To direct learners' attention to specific parts of the display, designers can use signaling in the verbal commentary (see Signaling principle, in Chapter 12) and graphic devices (e.g., arrows or highlights) that appear close to the element under focus.

5. Flexibility principle: As it is not often possible to know in advance the actual level of knowledge of learners, multimedia instructional material should include some options to activate the animation. Then information provided in the animation should be clearly

described to avoid redundancy between the static and animated visual material. Animation has a tremendous potential to improve understanding of dynamic information such as trajectories, transformations or relative motions, both in physical domains (e.g., biology, mechanics, geology) and abstract domains (e.g. electric or magnetic forces, computer algorithms). However the research rarely found benefit from having animation compared with traditional and "low cost" instructions. In this chapter I mentioned the available guidelines both on the content and design levels that designers should keep in mind when planning to use animation. Further research is needed to fully understand "when" animation should be used and "how" it should be designed to promote learning.

4. Advantages and Disadvantages of Using Animation

a. Advantages of Using Animation Pictures

There are advantages of using animation pictures in teaching learning.[29]

1. Skill and ability Improvement; the interactive animation takes less time to teach students complex things and makes them enjoy more to learn difficult things. Using an interactive animation will solve the problem of the imagination-skill in education and training.

2. Interactivity; interactivity is a mutual action between the learner, learning system, and learning material. Learners will be faster to learn, and have better attitudes toward learning when using interactive animation especially if the other techniques like audio and video are used.

3. Engagement; Interactive learning with live-action animation, simulation, video, audio, graphics, feedback, expert advice, and questions and answers keep learners interested and

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[29] Rasha rasheed awad, *The Effect Of Using Animation In Teaching English Vocabulary For 3 rd Graders In Gaza Govermental School.* Unpublished Thesis, Al – Azhar university- Gaza. 2013. P. 31

reinforces skills. Through continual practice, learning is absorbed and integrated into daily performance.

4. Motivation; since the animation is inspired and interactive way for flexible education and training, learners will be more motivated to learn more and more. Learners will get more skills,which is the main reason to make them more motivated.

5. Immediate Feedback; learners get an immediate feedback from the animation system which will enhance their skills and abilities.

6. Animation programs are noted for their flexibility and practicality. They aid learners through attracting and holding their attention

b. Disadvantages of Using Animation Pictures

1. Some information of real-life learning will be lost in the animation program.

2. Computer animation programs may function well from a technical point of view, but they are difficult to fit into a curriculum.

3. Animation programs cannot be adapted to take into different student levels into account and consideration within a group or class.

4. Animation programs require special equipment for a quality presentation.

5. Animation programs cannot depict actuality like videos.

E. Teaching Vocabulary Using Animation Pictures

In teaching and learning process, the role of using Animation Pictures as media has become the best choice in teaching English especially in vocabulary to the Senior High School. Animation Pictures are important to help the students in learning English vocabulary and memorizing the meanings.

Animation is first used to attract viewers or learner's attention and viewers or learners are then encouraged to create mental imaged of certain types of information conveyed in the animation. In principle, animation is created to convey concepts of change and considered effective in expressing process. [30]

In Chih Cheng Lin thesis. Ur says that visual have an important function as aids to learning simply because they attract student's attention and help encourage them to focus on the subject in hand. Wright states that Animation Pictures can play a key role in motivating students contextualizing the language they are using, giving them a reference and helping to discipline the activity.

Using animation picture is also an effort to help students to understand and comprehend something clearly and easily. However, teaching using animation pictures have an important role in the understanding. [31]It means that using animation picture can be a good technique in teaching English vocabulary to the children.

1. **The Principle in Teaching Vocabulary**

In teaching-learning vocabulary, there are several principles for teachers as consideration. The principles are:

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[30] Chih Cheng Lin. *Learning Action Verb With Animation*, Taiwan: national Taiwan normal university, 2009. P. 25.

[31] Himayatus Sholihah. *Teaching English Vocabulary Using Animation Pictures To The Fifth Grade Student Of SDN Tugu Jebres NO. 120 Surakarta*. Unpublished Thesis. Surakarta: Faculty of Letters and Fine Arts Sebelas Maret University, 2009. P. 21

1. Aims

"How many of the things listed does the teacher expect the learner to be able to achieve the vocabulary what kind of words?"[32]

The aims have to be clear for the teacher before they teach vocabulary to the students.

2. Quantity

"The teacher may have to decide on the number of vocabulary items to be learnt"[33]

The teachers have to decide how many new words in a lesson students should learn.

3. Need

The choices of words have to be related to the aims of teaching. Wallace says that it is also possible for the teacher to put the responsibility of choosing the vocabulary to be taught for the students.

4. Frequent Exposure and Repetition

The teachers could not only teach new words once. They have to repeat them to make sure the students already remember them.

States that there has to be a certain amount of repetition until there is evidence that students have learnt the target word.

5. Meaningful Presentation

"The learner must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning"[34]

This requires that the words be presented in such a way that its denotation or reference is perfectly clear and un ambiguous.

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[32] Wallace, J. Michael. *Teaching Vocabulary;* London: Briddles. 1982. P.27
[33] Ibid p. 28
[34] *Ibid*. p 29.

6. Situation Presentation

The students should learn words in the situation in which they are appropriate.

"The choice of words can vary according to the situation in which we are speaking and according how well we know the person, to whom we are speaking (from informal to very informal)".

2. Teaching Procedures Using Animation Pictures.

In teaching procedure using animation pictures there are three main activities that would be conducted in the action namely, pre-activity, whilst-activity, and post-activity. [35]

a.   Pre-activities, in pre-activity the writer has steps as follow:

1. The teacher greet the students

2.   The teacher checks their attendant list.

b. Whilst-activity, in whilst-activity the writer has steps as follow:

1. The teacher ask to the student what they have knows about descriptive text.

2. The teacher would explain briefly about the rule or the way in wrting a good descriptive paragraph.

3. The students will give some topics and animation pictures about descriptive text.

4. The student should answer the questions individually and they will not permit to help each other.

c. Post-activity, in post-activity the writer has steps as follow:

1. The teacher asks the students difficulties in writing descriptive paragraph by using animation pictures.

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[35] I Gede Putu Prastihana, *Improving Descriptive Paragraph Writing Thought Animation Pictures Of The Eighth Grade Srudent In SMPN 3 Amlapura.* Unpublished Thesis, denpasar : Mahasaraswati Denpasar University, 2014. P. 15

2. The teacher and the students will discuss in the upcoming sessions so that the students learn from their errors and mistakes.

3. The teacher will summarize what the students have learner today.

4. The teacher gives motivation to the students.