

CHAPTER II

REVIEW OF LITERATURE

This chapter consist of previous study, Some pertinents ideas and conceptual framework:

2.1 Previous Study

Previous research aims to obtain comparison and reference materials. In addition, to avoid the assumption of similarities with this study, the researcher include of previous studies as follows:

One of the research journals on the benefits of classpoint has been implemented by one of John and Smith's researchers entitled "Classpoint: A Digital Platform for Enhancing English Language Learning in the Classroom" states that the result of the study shows that the use of Classpoint can increase student participation and help improve their understanding of English material. In addition, this platform can also facilitate collaboration between students and improve teaching efficiency. This research concludes that Classpoint can be an effective alternative in teaching English in the classroom and can help improve the quality of learning English in educational institutions.

Researchers have also conducted research on classpoint implementation in learning. Bong and Chatterjee (2021) On his paper share some of the benefits and drawbacks of using the ClassPoint tool compared to other CRSs and its operating system compatibility. Survey results showed that more than 80% of the students' participants felt that ClassPoint was an effective platform to promote students' engagement and participation in class. All instructors' participants

agreed (60% agreed and 40% strongly agreed) that students tend to respond more frequently to interactive quizzes delivered via ClassPoint than reply verbally in class.

Bottino (2020), in his research entitled "Digital Resources as an Aspect of Teachers' Professional Digital Competence" the results of this study revealed the importance of digital resources in education and the great contribution teachers make, by taking on different roles in handling digital resources. Digital resources in education have a digital or technical aspect and serve as a source of knowledge, innovation, and interaction. Digital resources are created and accessible on hardware, such as computers, smart phones, laptops, and interactive whiteboards (Estrada-Molina et al., 2022).

Maher (2012) conducted a research entitled "Primary School Teachers' Use of Digital Resources With Interactive Whiteboards: The Australian Context." The result showed that the use of digital resources in mathematics teaching in online classes was high during the COVID-19 pandemic in Nepal. Teachers' sharing and integrating digital resources influenced student assessment in online instruction instead of digital resource development. Additionally, teacher practices in developing digital resources had a significant positive effect on sharing and integrating digital resources. Likewise, a sense of developing digital resource had a significant effect on the sharing of digital resources. Furthermore, sample characteristics such as experience, gender, teaching level, and time of taking online classes had a minor role in determining the practices of developing, sharing, integrating, and evaluating activities.

The last research entitled “The use of Open Digital Resources in Mathematics Learning” has yielded significant results and contributed positively to fostering collaboration and creativity among students. One of the main outcomes of using open digital resources is increased accessibility to a wide range of mathematics learning materials. With many math materials available online, students have more options in choosing resources that suit their learning style. This encourages them to be more independent in understanding mathematical concepts. In addition, the use of open digital resources also encourages collaboration among students. Through online platforms and discussion forums, students can share their understanding, ask questions and work together to solve math problems. In terms of creativity, open digital resources allow students to access different types of materials, including videos, simulations and interactive math software. This allows them to learn through diverse approaches and develop creative ways of thinking in solving math problems. Students can create their own creative projects using digital tools, such as creating interesting math graphics or developing educational math games.

Previous studies have been discussed above, so that conclusions are drawn from this research by excluding similarities and comparisons with previous studies. Based on the previous research above, there are similarities in the first research to the fifth research which discusses the role of digital resources which is very positive for student learning both in class and outside.

After that, the comparison of this research with previous research lies in the fifth research, the comparison of previous research methods with this research

is that previous research uses deductive methods. And the next comparison, this research with previous research, the position of previous research with research subjects, namely teachers while this research was conducted by making students as research subjects. This research is a quantitative research conducted at SMAN 5 Tana Toraja.

2.2 Some Pertinent Ideas

1. Teaching

Teaching is a combination of two activities, namely teaching activities and learning activities. Teaching activities involve the role of a teacher in the context of striving to create a harmonious communication between teaching itself and learning. This harmonious communication is an indicator that a teaching activity or process is going well, when educators are able to change students in a broad sense and are able to develop students' awareness of learning, so that the experience gained by students as long as they are involved in the teaching process, can be felt directly for their personal development.

Teaching is intimate contact between a more mature personality and a less mature one which designed to further the education of the latter. Morrison (1934), Dewey (1934) expressed this concept of teaching by an equation. Teaching is learning as selling is to buying. Teaching is the ability to assist learners in organizing, directing, and maximizing the stream of developing life experiences. As Dewey stated, teaching relies upon "the educational significance of social arrangements [as] means used to educate the young (Dewey, 1997).

According to Gage (1963), Teaching is a form interpersonal influence aimed at changing the behaviour potential another person. Smith in 1963 further extended the definition of teaching. Teaching is a system of actions involving an agent, an end in view and a situation including two sets of factors those over which the agent has no control (class size, characteristics of pupils, physical facilities, etc.) and those which he can modify (such as techniques and strategies of teaching).

2. Teaching English

English was a language that has spread throughout the world. According to (Fandiño 2019), English was the most important foreign language learned worldwide. English was learned at all levels of education in many countries, including Indonesia. English was also widely studied for global needs such as education, business, social and cultural sectors. English is essential to learn and the key to life in the world (Bećirović, 2017). English was widely used in several learning resources, the latest sources of information, and the most updated things. This situation made Teaching English is essential in all countries, including Indonesia

Teaching English as a foreign language was not that easy. According to Meng & Wang (2011), teaching English as a foreign language was quite difficult, especially in countries that did not use English in their daily activities. Because of these difficulties, English teachers had an essential role in learning English. English teachers had a vital role in teaching EFL because teachers must solve existing problems (Meng & Wang, 2011). They argued that the importance of

English teachers could be seen in how they can be role models in the class. In this case, being a good role model was essential to make the classroom atmosphere better.

3. Teaching Vocabulary

There are some definitions of teaching. Hornby said that “teaching is process of giving knowledge to someone that will cause him to know or to be able to do something”. Besides, New ton said that “teaching is skill for demands the ability attained from relevant theories and practice to assist the students expertly in learning so that they are able to gain linguistic and communicative competence in the target language”. From the definition above, the point, teaching is the process of giving knowledge to someone or students in learning so that they are able to know or to do something in the target language. In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Thus, although the course curriculum was often quite specific about aspects of teaching such as grammar, reading, or speaking, little specification was given to the role of vocabulary.

Hunt and Beglar discuss three approaches to vocabulary teaching and learning;

- a. Incidental learning (i.e., learning vocabulary as a by-product of doing other things such as reading or listening),
- b. Explicit instruction,
- c. Independent strategy development.

4. Vocabulary

Vocabulary is an important language element that a person needs in learning a language, especially in communicating with others. Soedjito et al, 2011: 3) argue that vocabulary is a difference or a wealth that a language has. In learning a language, it will definitely not be separated from learning vocabulary, because vocabulary has a very important role in determining the fluency of communication. Communication can be through various languages, including English.

The existence of vocabulary in English is one of the requirements to be able to master English. Mastery of English can be improved by mastering vocabulary well because good vocabulary will affect a person's skills in language. Given the development of science and technology that is increasingly advanced, the demand to be able to master foreign languages as a means of communication is a necessity. The components of English include grammar, vocabulary, and pronunciation (Kasihani, 2010:43).

Hebert and Kamil (2005: 3) define vocabulary is the knowledge of meanings of words. The term vocabulary has a range of meanings. For example, some teachers use the term to mean sight-word vocabularies, referring to refer to words students understand as their meaning vocabularies. Still other teachers use the term to mean listening vocabularies, standing of words that they hear in the spoken language. Content teachers use the term academic vocabulary to refer to content-specific words. Within this section, we use the term vocabulary

conceptual knowledge of words that goes well beyond a simple dictionary as they make connections to other words, learn examples and non-examples of the word and related words, and use the word accurately within the context of the sentence (Snow, Griffin, & Burns, 2005).

5. Types of vocabulary

Part of speech :

1. Noun

Nouns or nouns are used for the names of people, things, animals, places, and ideas or concepts. Nouns themselves can be further divided into various types, such as countable, uncountable / mass, common, proper, concrete, abstract, and collective noun.

2. Pronouns

A pronoun is a word used to replace a noun. There are 8 types of pronouns, namely personal, demonstrative, interrogative, indefinite, possessive, reciprocal, relative, reflexive, and intensive pronoun.

3. Verb

A verb is a verb used to indicate an action or state. Verbs can be divided into several types, such as action verbs and linking verbs. Types of verbs and examples:

4. Adjectives

Adjectives are adjectives used to annotate a noun or pronoun.

5. Adverbs

As an adverb, the function of an adverb is to provide additional information to the verb, adjective, or adverb itself. Adverbs can also be grouped into several types, such as manner, degree, frequency, place, and time. Preposition

The function of *prepositions* is to show the relationship between nouns and other words in a sentence.

6. Conjunction

Conjunction is used to connect two words, phrases, clauses to sentences. There are 3 types of conjunction, namely coordinating, subordinating, and correlative conjunction.

7. Interjection

An interjection is an expression in the form of a word or sentence that is used to express strong feelings or perhaps give emphasis. The expression can be happy, angry, excited, or surprised.

8. Preposition

A preposition is a word that shows the relationship between nouns or pronouns. In Indonesian, preposition is called preposition. The purpose of this preposition is to show a certain relationship in a sentence.

In general, vocabulary is divided into two categories, namely active vocabulary and passive vocabulary.

a. Active Vocabulary

Active vocabulary is a collection of words that are understood and used when speaking and writing in everyday life.

b. Passive Vocabulary

Passive vocabulary are words that we may recognize, but are not used commonly in normal communication.

6. Aspect of vocabulary

According to Lado as cited in Mardianawati (2012:11)there are five aspects of vocabulary which are needed to be learned by the students. They are(1) Meaning; (2)Spelling; (3)Pronounciation; (4) Word Classes and (5) Word Use. Those aspects will be explained bellow:

a. Meaning

Meaning becomes one of essential aspects that should be learned by the students because meaning refers to how the word give its meaning to the language users. Frequently, a word may have more than one meaning when it is used in different context. For example, the word “present” as a noun has meaning a period of time that is happening now. The word “present” as a noun also can be defined as something that you give to someone, usually for a particular occasion. Therefore, it is really important for the students to know the meaning of the word, because it will help them to use and understand the message from that word when it occurs in different context.

b. Spelling

When the students encounter a word for the first time, they need to know how to spell that word.Spelling refers to what a word look like (its spelling).By knowing the spelling of a word,the students will know how to

write a word correctly in written form. Therefore, it is really important for the students to know the spelling of the word.

c. Pronounciation

When the students learn vocabulary, they also need to know what word sound like(its pronunciation). It will help the students to understand what the other means to say. If a word sound incorrectly, it will be difficult for someone to understand it. Therefore, it is really essential for the students to know how to pronounce a word correctly because it will avoid miss understanding in spoken communication.

d. Word Classes

Word classes can be defined as categories of words. It is an important feature in semantic feature analysis. The categories of words can be classified in some categories such as noun, verb, adverb, adjective, pronoun, conjunction, interjection and preposition. The classification of the words of a language in this way depends on their function in communication.

e. Word Use

Word use refers to how a word is used in a language. Word use may also involve grammar and thus be the subject of profound analysis (Mardianawati, 2012:11). In this research, the teaching learning process will be focused on aspect of meaning, word use and pronounciation. It is because those aspects become the focus on hot seat game, and they are suitable for hot seat game that will be implemented in the class.

7. The Importance of Vocabulary

Vocabulary has important role in English learning. It is one element that links the four skill so speaking, listening, reading and writing all together (Huyen and Nga, 2003). In order to master all those skills, the students need to have good vocabulary mastery. Adequate numbers of words which is acquired by the students will enable them to master English skills easily. It will be easy for students to communicate their ideas both in written or spoken form and comprehend what people say if they have good vocabulary mastery.

Moreover, Dellar H and Hocking D (in Thornbury, 2002:13) also stated that when someone spends most of his/her time to learn grammar, there is no significant improvement in his/her English. However, the significant improvement can be seen if someone learns more words and expression. Someone can say very little with grammar, but without words someone cannot say anything at all. Those statements show that vocabulary is an important element in language learning. In this case, the role of vocabulary is not less important than grammar. The lack of vocabulary will bring many troubles to the students in learning English because without good vocabulary mastery they will get difficulties to communicate their ideas. Therefore, the role of vocabulary is really essential in English learning because vocabulary will support the students in mastering English Skills.

8. Scope of Vocabulary

In this research the scope of vocabulary that will be taught by researchers are (Word Classes) : noun, verb, adverb, adjective, pronoun, conjunction, interjection and preposition.

2. Media in Teaching Vocabulary

Kamil and Hiebert (2005:28) suggest that effective vocabulary instruction should be achieved by considering a long-term proposition which means that the students do not easily forget the words they have just learned. 3 In other words, the teacher should have a different way to teach the vocabulary to the students. It will help the students if the teacher can give a clear definition and contextual information to the students. The teacher should have a creative teaching technique to get effective vocabulary mastery. With Tomlinson's statement (2013:28) that teaching materials should involve attractive presentation and appealing content which are interesting, relevant, and enjoyable to give a positive influence on the students' attitudes to the language and to the process of learning it so that clear definition and contextual information will be received by the students effectively. In addition, the different teaching media and creative presentation will make the students motivated, enjoyable, and interested in learning. It is very important for the teacher to make the students interested in vocabulary learning.

According to Wang (2004). First, teaching English using video can stimulate students' autonomy and proactivity. When the video is available in an

English classroom, the students can directly acquire the cultural background and emotional attitudes about the learning materials. Therefore, they will be more autonomous. Second, video can motivate students' passion for learning English and help the teacher to get students' attention to the lesson. English video has a sound effect and vivid scenes which can attract students' attention and decrease their boredom. Third, English video for language teaching mostly portraits realistic situations in life. The students can learn how the language is used in real life which is very different from the traditional English teaching materials. The last, teaching English by using video can provide the students with direct access to learn the culture of the target language. It means that using video help the students in many thinks, not only in vocabulary but also understanding the facial expression, intonation, body language, and etcetera. One way to enrich vocabulary is used video, with video, make students feel enjoy.

In learning vocabulary, there are many things that can be used to improve vocabulary. Digital resources are one of the media that can help teachers or students in learning vocabulary, digital resource is Digital resources, or digital sources, refer to any type of information or media that is stored or transmitted in a digital format, such as on a computer or the internet ,especially English.Digital resources have two main types of resources including internet resources and offline digital resources.

1. Internet Resources

Internet resources are resources that humans can do to communicate via the internet network. here are some examples of internet resources:

a. Websites

A website is a set of interconnected web pages containing a collection of information provided by an individual, group or organization. Examples of websites that are often used are google.com, facebook. Com, twitter.com and others.

b. Blog

A blog is a website or online journal that contains information, such as articles, photos, or videos that are always updated regularly.

c. Chat Room

A chat room is an online communication method that allows users or people to communicate in real time. One example of a chat room that is often used in learning is google meet and zoom.

2. Offline Digital Resources

Offline digital resources include images, videos and audio recordings.Examples of Offline Digital Resources: Photos/Images, Video, and Audio recordings.

a. Photos/Images: Photos and other types of images are digital because they are made up of pixels. Images can be created through photography (taking photos with a camera). Pixels are small, colorful squares that, when arranged together, produce a digital image. Each

pixel in an image is assigned a number that tells the computer what color it should be.

- b. Video: Videos are created using electronic technology such as smart phones or video cameras. we can also find videos online on websites like YouTube.
- c. Audio/music recordings: Similar to videos, music and other audio recordings are also created using electronic technology and consist of a sequence of binary codes.
- d. Search engine.

A search engine is a software program that helps people find information stored on the internet by using keywords

3. Classpoint in Teaching Vocabulary

a. Definition of ClassPoint

Classpoint is a digital classroom interactive e-learning application that accommodates teachers in creating interactive materials or discussions in a Power point that is digitally connected and web-based or android from students with fun methods. Through the compilation of web-based and android Power point applications and connected to classpoint in learning, students can enjoy learning and achieve better learning targets.enjoy learning and achieve better learning targets.

Classpoint is an application that can be utilized by teachers to quizzes in the teaching-learning process, and students can answer more interesting questions with multiple choice questions, short answers, word clouds, slide drawings, and

more with multiple choice questions, short answers, word clouds, slide drawings, competition mode, and many more (Jeklin, 2021).

According to Dian Hadiyani (2021) argues that “Classpoint includes a variety of tools to create engaging learning materials and can increase interaction between students and the subject matter

b. Advantages of ClassPoint

Lawu (2023) stated that the advantages of Class Point learning are:

1. Has many features

The classpoint application is designed with many features such as annotations, code classes, laser pointers and so on. This will certainly facilitate learning that uses learning media. The use of some of these features will also make a learning media more effective and efficient.

2. Easy to Use

In this case the use of the application is relatively easy to use. Teachers can learn some features in classpoint to use the application as a learning media that can be used to explain the material. It also provides several displays that are easily understood by teachers to make learning media more interactive and interesting. Thus the features will be easy to learn.

3. Integrated with powerpoint

One of the advantages of classpoint is that it is integrated with powerpoint. This will make learning using powerpoint easy to use.

4. Make the media more interactive

Another advantage is that classpoint presentation media has features that allow students to do questions and answers with various interesting displays, including multiple choice forms, word clouds, short answers, slide drawings, image uploads and whiteboard backgrounds. With these various features, it is possible to do various activities, such as ice breaking using slide drawing, collecting sample images using image upload and others. In addition, learning through classpoint presentation media is also very helpful in recording the learning process and assessment, because all responses given by students are automatically recorded and accompanied by complete information on the name of the person who gave the answer.

c. Steps to teaching of Class Point

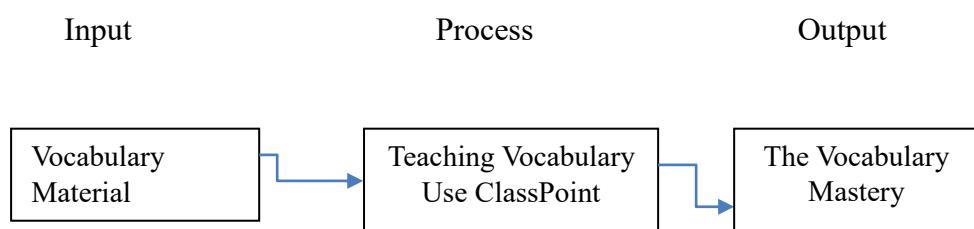
According to Sundari (2021) the steps for implementing class points as a learning medium and making presentations are as follows:

1. First, preparation where the teacher makes a power point point which contains teaching materials. Of course, the power point has been connected to the classpoint application, so that teachers can use the interactive features of classpoint.
2. For the initial activity, before learning begins, students are asked to join the classpoint.app/join application using a laptop or cellphone browser.
3. Students will enter the code given by the teacher and include their name, after which, they click 'join'. After that, they click 'join'. Classpoint can also see the names of students who have joined or not.

4. When all students have entered the classpoint application, the teacher can start using the classpoint media from the aptitude activities, can start using this classpoint media from apperception and motivation activities regarding related learning to closing activities.
5. The teacher gives questions questions that can be directly answered by students through classpoint.

2.3 Conceptual Framework

- a. *Input.* The input stage the researcher prepares teaching materials about the vocabulary to be taught .
- b. *Proces .* This stage of the process, researchers use digital media, namely ClassPoint, to teach vocabulary.
- c. *Output.* In this stage can be seen the results of teaching using these digital sources whether there is an improve in student vocabulary mastery.



2.4 Hypothesis

The alternative hypothesis is the opposite of the null hypothesis. If the null hypothesis is not proven, then the alternative hypothesis can be accepted. Conversely, if the null hypothesis can be proven, then the alternative hypothesis cannot be accepted. The hypothesis of this research is "Class Point is to Improve Student Vocabulary of the Tenth Grade Students at SMAN 5"

Tana Toraja". To determine hypothesis is accepted or refused, the researcher proposes hypothesis as follow:

H1: Using Class Point increase students' vocabulary.

Ho: Class Point do not increase students' vocabulary.

To determine the hypothesis is accepted or refused, the researcher applied the criteria:

Ho accepted, if: t-test than t-table, it means Ha is "refused"

Ho refused, If :t-test higher than t-table, it means Ha is "accepted"