

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature. It covers the definition of vocabulary, the importance of vocabulary, kinds of vocabulary, definition of media, kinds of media to teach vocabulary, definition of short story, characteristic of short story, types of short story, teach vocabulary using short story, benefit of using short story, and previous studies.

A. Vocabulary

1. Definition of Vocabulary

One of the important elements in language that cannot be separated from learning English is vocabulary. Vocabulary is a crucial element which influences the four English skills that are listening, speaking, reading, and writing. It is hard to master the four language skills without mastering or understanding a number of vocabularies because it is fundamental in language learning.

Vocabulary in Oxford Dictionary is defined as the body of words used in a particular language or in a particular sphere of activity. While according to Cambridge Dictionaries defines vocabulary in two statements; 1) Vocabulary is all the words known and used by a particular person. 2) Vocabulary is all the words which exist in a particular language or subject.

There are some experts who give definition of vocabulary, Hatch and Brown (1995:1) define vocabulary as a list or set of words for a particular

language or a list or set of word that individual speaker of language might use. According to Cahyono (2011:107) vocabulary are all the words in particular language. According to Suyatno (2007: 107) said that the definition of vocabulary “is collective word owned by one language and gives the meaning if we use the language”. Richard (2003: 4) explains that vocabulary is the list of words with their meanings, especially in a book of learning a foreign language. By this way, he defines that vocabulary is bigger than just the meaning of words. It covers a huge aspect of language and is the medium to express idea and which can be understood in the contexts. According to Nunan (1999:101) vocabulary is more than list of target language words. As a part of language system, vocabulary is intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most languages into “grammatical words”, such as preposition, articles, adverb, and so on, and content words. The “grammatically” of vocabulary also manifest itself in word morphology, that is, the grammatical particles that we attach to the beginning and ends of words in order to form new words. The following task is designed to focus learners on this aspect of language.

From these statements above, the researcher conclude that vocabulary is considered as the most important part in learning a language. It is impossible for the students to listen, speak, read, and write a foreign language without having enough knowledge of the vocabulary. Learning the new vocabulary does not only mean memorizing the form of the word but also understand its meaning.

2. The Importance of Vocabulary

Vocabulary is very important to learn, because it is the key and basic component to master in four English language skills. Besides that, vocabulary is used for express our self and communicate with one another. The accuracy and clarity of our message depends on the words we choose. Another importance of vocabulary also stated by some experts as follows:

Eisentein state as quoted by Murcia (2000:78) vocabulary is obvious area for language variation, vocabulary is an important factor in the language teaching and learning especially in English, because words are essential for communication. Someone who has limited vocabulary will difficult to communicate with other. Zimmerman (1997:5) also stated that, "Vocabulary is central to language and of critical importance to the typical language learner." So it means that vocabulary is the key and basic component to master in four English language skills (listening, reading, speaking and writing). While according to Cahyono *et al* (2011: 107), good vocabulary mastery supports mastery of each of the language skills, both receptive (Listening and Reading), and productive (Speaking and Writing).

From these statements we can conclude that vocabulary is an important component of language proficiency and its influence how the learners listen, speak, read and write. Without have an extensive vocabulary the learners will difficult to understand English. The basic of teaching learning English is concerned with the students' abilities to use four language skills. In use language skills, they need much vocabulary, because vocabulary have important role in

language learning. Without having much vocabulary, it is impossible to build communication. They will feel difficult to understand.

3. Kinds of Vocabulary

In daily activity, the people do the four skills. They are listening, speaking, reading and writing. The four skills cannot be separated from vocabulary. Even if we learn a word, it takes a lot of practice and context connection for us to learn it well. According to Hammer (New ed: longman 1991) in the language test, there are two kinds of vocabulary, active vocabulary and passive vocabulary.

A. Active Vocabulary

Active vocabulary is made up of words that come to our mind immediately when we have to use them in a sentence, as we speak. Active vocabulary appear when produce the words to sentences in speaking or writing.

B. Passive Vocabulary

Passive vocabulary is a rough grouping of words we understand when we hear them. We often get passive vocabulary in our daily life. For example, when we are listening song or someone speaks. Another example is when we are reading. The words that we caught from them are passive vocabulary. The listener and the reader recognize but would not necessarily be able to produce.

Based on the definition above the vocabulary of four skills can be divided into passive and active vocabulary. The words that we caught from listening, reading are passive vocabulary. The words that we produce in speaking or writing are called active vocabulary.

B. Media to Teach Vocabulary

1. The Definition of Media

Media is a channel of communication. Derived from the Latin word meaning “between” the term refers to anything that carries information. According to Arsyad (2009:3) media are aids which are needed to support some of activities in the world. Media includes graphic, photographic or electronic aid to absorb process and rearrange visual or verbal information. While according to Azhar (2011:4) is a tool to convey or deliver the message of learning. Sadiman et al (1990:6) also state that media is a kinds of component which can influence the students to study and Munadi (2008:6) said that media is a mediator in teaching and learning.

By those explanation above the researcher can conclude that media is an important tool in teaching and learning process. It is a vehicle to stimulate the student’s enthusiasm to learn. The use of media in teaching and learning are very important because it can arouse the intrinsic motivations of the learners. In order to keep teaching and learning process running effectively and efficiently, the teacher should use teaching media. It is expected that the teacher can deliver the instructional material easily. The use of media can help the teacher reach the instructional aims.

2. Kind of Media to Teach Vocabulary

The kinds of teaching media will influence the teaching learning process, which can be facilitated the teaching method as the tools to deliver the lesson. The

kinds of teaching media can be divided into three categories: Visual, Audio and Audio visual media (Arsyad, 2009:29)

a. Visual media

Visual media is also called by printing media. Visual media is all kind of media that can be seen or touch by the students. The examples of visual media are: picture, photos, real things, chart, miniatures, text, and cards. Moreover, the characteristic of visual media are: text is read in visual manner, in other hand visual is exceeded based on the room, text and visual show one way communication and receptive, text and visual is shown in tactically, in developing this media depend on the language principle and visual perception, it is oriented to the student's, and the information can be rearrange by the user. There are 13 types of text. Those are: narrative text, recount text, procedure text, report text, analytical exposition text, explanation text, descriptive text, discussion text, news item text, review text, anecdote text, and spoof text.

b. Audio media

Audio media is also called by the listen media. It is usually used to listen and understand the passage. The characteristic of this media is that they show one way communication. The kinds of audio media such as: radio, tape recorder, cassette, compact disc,

c. Audio visual media

Audio visual media is media that is audible and visible. Audible means can be heard, and visible means can be seen. Audio visual media

has more benefits than others, such as it can visualize the abstract things or non verbal vocabularies, to overcome the limitation of place and time, to overcome the limitation of people sense, to attract students' attention, and develop students' knowledge. The audio visual media need mechanic and electronic machines to show the audio and visual messages. It is states in Arsyad (2009:31) that there are some characteristics of audio visual media: linearity, show dynamic visual, can be implemented by using the ways which stated by the maker, as physical representation of real or abstract ideas, it was developed based on behaviorism psychology and cognitive principle, teacher oriented through the low student's interactive involve level. The kinds of this media such as: video, movie, television.

C. Short Story

1. Definition of Short Story

Short Story is one of authentic materials that can elevate the students' achievement in learning language. Short story itself is a result of literature. Collie *et al* (2011: 3-4) state that Literature is 'authentic' material. Short story is the visual media or printing media because it is usually write in the written text. A short story is a piece of prose fiction that can be read in one sitting. Emerging from earlier oral storytelling traditions in the 17th century, the short story has grown to encompass a body of work so diverse as to defy easy characterization. At its most prototypical the short story features a small cast of named characters, and focuses on a self-contained incident with the intent of evoking a "single effect" or mood.

According to Poe (1998) short story is fictional work or prose that is shorter in length than a novel. In contemporary fiction a short story can be range from 1.000 to 20.000 words. While according to Kafka (2000) a short story typically takes form of a brief fictional work, usually written in a prose.

2. Characteristic of Short Story

Poe (1998) in "The Philosophy of Composition" states some characteristics of short story. Short story is that one should be able to be read it in one sitting. Short stories have no set length. In terms of word count there is no official demarcation between an anecdote, a short story, and a novel. Rather, the form's parameters are given by the rhetorical and practical context in which a given story is produced and considered, so that what constitutes a short story may differ between genres, countries, eras, and commentators. Like the novel, the short story's predominant shape reflects the demands of the available markets for publication, and the evolution of the form seems closely tied to the evolution of the publishing industry and the submission guidelines of its constituent houses.

The short story has been considered both an apprenticeship form preceding more lengthy works, and a crafted form in its own right, collected together in books of similar length, price, and distribution as novels. Short story writers may define their works as part of the artistic and personal expression of the form. They may also attempt to resist categorization by genre and fixed form.

3. Types of Short Story

Short story has various types, such as: short prose, anecdote, drabble, fable, feghoot, flash fiction, flash prose, frame story, Irish short story, mini saga, molbo story, parable, short story cycle, and vignette.

In this research the researcher uses vignette short story. A vignette is a short, impressionistic piece that focuses on a single scene, character, idea, setting, or object. Descriptive short story is the suitable text with vignette short story. So, the researcher uses it as the media to teach vocabulary. Descriptive short story is a text which says what a person, a place, or a thing is like. It functions to describe and reveal a particular person, place or thing. And this text has two generic structures:

1. Identification : identifying phenomenon to be described
2. Description : describing the phenomenon in parts, qualities and characteristics

Descriptive text also uses special language features such as the following:

1. Certain noun, for examples: teacher, house, my cat and so on
2. Simple present tense
3. Detailed noun phrase, foe examples: it was a large yard, a sweet young lady and so on
4. Any kinds of adjectives, which point out describing, numbering, classifying, for examples: two strong legs, sharp white fangs and so on
5. Relating verbs to give information about subject, for example: my mom is really cool, she has very thick fur and so on

6. Thinking verbs or feeling verbs to express personal view of the writer, for instances: I think it is clever animal
7. Actions verbs, for examples: our new puppy bites our new shoes and so on
8. Adverbials, to provide additional information, for examples: fast, at the tree house
9. Figurative language, like simile, metaphor, for examples: John is white as chalk, and so on.

4. Teaching Vocabulary Using Short Story

Vocabulary is very important for second language learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language. Language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language.

Furthermore, in teaching vocabulary the teacher can use the media, like short story. The idea that short stories are very suitable to use in English teaching is supported by Pardede (2010) research findings on the interest, perceptions, and

the perceived needs of the students of the English teachers training of Christian University of Indonesia towards the incorporation of short story in language skills classes.

To teach English vocabulary using short story in this case descriptive short story, the teacher should follow some steps. The most important step in teaching vocabulary by using short story is how to choose a suitable text to use in the class, and the text should help her/his students understand the story with various activities. Oster (1990:85) in using short stories to teach English, story selection is indeed one of the most important roles of the teacher. Since the lengths of short-stories quite vary, choose a story short enough to handle within course hours. The shortness of the text is important for the students because they will see that they can read, understand and finish something in English, and it will give the students a feeling of achievement and self-confidence. Besides the length of the text, Hill (1994:15) points out three other basic criteria of choosing the text: (1) the needs and abilities of the students; (2) the linguistic and stylistic level of the text; (3) the amount of background information required for a true appreciation of the material.

The steps to teach vocabulary by using short story are: 1) the students must pay attention on teacher explanation about descriptive short story. 2) the students must pay attention on teacher explanation about the topic of descriptive short story. 3) the teacher can ask questions to check students' prior knowledge about descriptive short story (pre-reading activity). 4) giving the appropriate short story to the students and ask the students to read it individually (while reading activity). 5) while the students' read the story they should give underline to the

unfamiliar word or new vocabulary (while reading activity). 6) the students analyze the new vocabulary, if they found the difficulties they can ask to their teacher (post reading activity). 7) the students should review the story in front of the class (post reading activity).

5. Benefits of Using Short Story

Various advantages have also been proposed for the use of short story in the language classes. Short story like other literary texts can raise cultural awareness, linguistic awareness, motivation, and etc. Short stories is claimed to improve all four skills. Lao and Krashen (2000) also conducted a survey in Hong Kong found that the group who read literary texts showed improvement in vocabulary and reading. Garvie (1990) propose that foreign language learning be led by story can improve EFL learners' vocabulary and motivate them to learn the four language skills (listening, speaking, reading and writing) more effectively.

Arigol (2001 as cited in Hismanoglu, 2005) listed the following advantages for pedagogical advantages of short story over other literary texts: offers a fictional and interesting world, requires more attention and analysis, helps students to be more creative and raise the critical thinking skills.

Peacock (1997:144) using true short stories in class increases students' motivation because such stories are "intrinsically more interesting". Elliott (1990:197) state that literature text motivates advanced Students and is "motivationally effective if students can genuinely engage with its thoughts and emotions and appreciate its aesthetic qualities".

(Goldberg, 2006) state that short stories can attract students' attention. Short stories also provide students with insight into the target culture; they also pass on beliefs and values of other cultures, which encourage students to continue reading to satisfy their curiosity.

Fawkes (2001:2) argued that authentic materials, including short stories, "highlight similarities and differences in everyday customs and life"; thus, students gain a real knowledge of the world by exploring authentic materials. Slater (1991) states that short story can be a good teaching media for teaching vocabulary since it is considered to be adequate for the learners from all levels (from the beginner to the advanced learners).

6. Previous Studies

In this part, the researcher state the relevant researches which is possible to add the readers view on the effect of using short story towards students' vocabulary achievement. In the following statements, there are several studies that relevant to this study as follows:

Erkaya (2005), in her paper "*Benefits of Using Short Story in the EFL Context*" she state that, in addition to the four skills, short story helps instructor to teach literature, culture and higher thinking aspects. Integrating story into the curriculum will help EFL students to become well-rounded professional and human being since short stories teach more than the skill necessary for survival in the target language.

Risqi Ekayanti Ayuningtyas Palupi (2009) entitled *Enriching Vocabulary Mastery Using Short Stories (A Classroom Action Research in the Second Year of SMPN 5 Sukoharjo in the Academic Year 2009/2010)*. This research also focuses on the improvement of students' achievement in teaching learning process using short stories. The result of this research shows that short stories can improve the students' vocabulary mastery.

David (2011) in his research "*Teaching Vocabulary by Using Short Story: A Case Study of Fourth Grade Student*", state that teaching vocabulary by using short story help the students to learn vocabulary easily. The result of this study shows that short story can help the students in understanding English word easily and could improve the students' acquisition in vocabulary.

Merli Puji Handayani (2013) entitled "*Using Short Stories to Enrich Students' Vocabulary Mastery*". This research used qualitative approach which used classroom action research design. In this research she found that the use of short story was effective to improve students' vocabulary mastery. From all instruments, it is shown that the use of short stories improved the ability of students to understand the text better as well as to know more vocabulary.

Another study also conducted by Anisah (2016) entitled "*The Effectiveness of Using Short Stories on Students' Vocabulary Mastery (An Experimental Research at the Eight Grade of MTS Negeri Ciwandan)*". This research use quantitative approach which used true experimental research design. In this research she found that the use of short story was effective. It can be seen

from the result that the researcher gotten the average score of t observation = 6,96 and t table = 1,99 and 2,65 with the level of significant of 5% or 1% bigger than t table.

In this study the researcher shows that this thesis is original made by the researcher and totally different with the previous studies that has been done by some people. Some aspects that make this research difference are the following: the students' levels are different because the researcher did the research in senior high school level but the research before did the research in elementary and junior high school levels. Another difference is the use of media, if the researcher before did not use descriptive short story as the media but in this research the researcher use descriptive short story as the media to teach vocabulary.