CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of vocabulary, (Definition of vocabulary, Kinds of vocabulary, The importance of vocabulary, the vocabulary mastery, The process of teaching vocabulary), The nature of short story, (Definition of short story, Characteristic of short story, Elements of short story, Generic structure of short story), Media, (Definition of Media, Kinds of Media, The Advantages of Media, Short Story as Media), and Previous Studies.

A. Vocabulary

1. Definition of vocabulary

Vocabulary cannot be separated from the language. Ur (2009:60) has defined Vocabulary roughly as the words we teach in the foreign language. Nunan (1999:101) also said that vocabulary is a list of target language words. Cambridge advanced Learners Dictionary Third Edition broadens the definition of Ur and Nunan stating that vocabulary is all the words which exist in a particular language or subject. Hornby (1995:1331) agrees that vocabulary is the total number of words in a language; all the words known to a person or used in a particular book: subject, etc : a list of words with their meaning especially one that accompanies a textbook.

According to lexical field theory, vocabulary is regarded as a set of *lexemes*: including *single words*, *compound words* and *idioms* (Richard et.al,

1985:307). Vocabulary of a language is essentially a dynamic and well-integrated system of lexemes structured by relationship of meaning. (Howard, 2000:14). Therefore, Hadfield (2011:45) asserts that vocabulary item is frequently recognized as lexical item.

Harmer (2006:69), language structures make the skeleton of a language while vocabulary is the flesh which means that both are equally important and independent. However, Wilkins (1972:111) cited in Thombury (2002:13) states that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Vacca (1999:314) also said that vocabulary is a unique to a content area as fingerprints are to a human being. Richards and Renandya (2002:225) even reveal that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Kufaishi (1988: 47) found it true as he proposes that vocabulary is a vehicle of thought, self expression, interpretation, and communication. Kareem (2003:49) supports the idea that be strongly conveys that in using English, no one needs to have a great number of Vocabulary is the more component of language proficiency consisting of a set of lexemes, including single words, compound words and idioms whose function is to express one's thoughts as well as become the basis for how well learners speak, listen, read, and write. It proves that vocabulary is very important component of English language learning words, but it is actually much more than that. It is also about learning chunks and finding words inside them. Therefore, it is needed to be emphasized that vocabulary is the

knowledge of words and word meanings. It is indeed a crucial element for improving one's English proficiency.

2. Kinds of Vocabulary

There are some of various vocabularies that are a vocabulary means both a list of words and the range of words known by any one person. According to Judy (2007), there are four types of vocabulary; these are:

1. A read Vocabulary; it is a passive vocabulary. It means that the words understood by the readers when they reading a written text. They also understanding a word's spelling, meaning and the exact meaning in its context.

2. Listening Vocabulary; it is also a passive type of vocabulary. The listener is able to link the words being spoken to their meaning. Listening vocabulary are the words that listeners hear and understand.

3. Speaking vocabulary is vocabulary that speakers use when we speak.

4. Writing vocabulary is the words we can retrieve when writers write to express themselves.

There are two types of vocabulary based on Hatch and Brown in Alqahtani (2015: 25) stated that there are two kinds of vocabulary namely receptive vocabulary and productive vocabulary.

A. Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce.

B. Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing.

On other hand also stated Jacksons (2002). There are two kinds of vocabulary. Those are active vocabulary and passive vocabulary. Active vocabulary is also recognized as working vocabulary or functional vocabulary. It consists of words one uses for a speech or writing as he fully understands meaning the meaning of the words. This kind of Vocabulary enables students to perform either in oral or written of English skills.

Passive vocabulary consists of words a person encounters in speech or writing of other people. Sarosdy *et al.* (2006:71), promote that by passive knowledge we mean the students are able to recognize the word but they are not able to produce it. That's why passive vocabulary is also known as recognition vocabulary.

The status of vocabulary items is not permanent because if active words are not frequently used, they may slip into the passive store and passive word may become active as well. Thus, a word is passive or active depends on how students apply the words in practice. The application of the words itself is the manifestation of students' memorization of words.

3.The Importance of Vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. In line with Richard & Renandya (2002:18), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. If the learners have enough vocabulary, it is make them easier to know the meaning what they listen and read. Besides that,

they could improve their ability in English since a great number of words are needed for the real language use if they have an extensive vocabulary.

An extensive vocabulary aids expression and communication. If learners mastered vocabulary, it makes learners easier to understand English. It is not far from teachers' responsibility in language teaching. Based on the curriculum of English in Indonesia, vocabulary should be integrated in the process of learning which is based on curriculum-based competence. It shows that many ways to achieve students' vocabulary mastery should be given by language teaching.

An extensive vocabulary helps learners share their thoughts and feelings with others more effectively. An extensive vocabulary is also central to reading comprehension: The larger a reader's vocabulary, the easier it is for him or her to understand the meaning of a text (National Reading Panel 2000). It shows that vocabulary is important to understand what they read or feel indirectly through reading, hearing, or feeling.

Vocabulary, much more than grammar are the key to the learners to understand what they hear or read. Cahyono (2011:127) Say that vocabulary is one of the language components that need to be mastered by the learners when they are studying English. The learners will have difficulties to know the meaning of a language without having enough vocabulary.

It can be concluded, vocabulary is central element of foreign language especially English that must be mastered by learners, because without sufficient vocabulary and an extensive vocabulary, learners will have the difficulties to learn

English. On the contrary, if learners understand the meaning of a text (that reach by mastered vocabulary) it makes them can speak, write, read, and understand English easily.

4.The Vocabulary Mastery

Vocabulary is a list of words and a phrase, usually arranged alphabetically. Vocabulary is important in case it could help student to understand the meaning. Who are mastery vocabulary will face fewer difficulties than those who have less vocabulary. Moreover, vocabulary has an important role in teaching learning process. According to Schrivener (1994:75) there are five roles of vocabulary, they are :

a) Vocabulary is very important and needed to be dealt with systematically its own right.

b) We need to distinguish between vocabularies for productive use receptive recognition.

c) The learner will be difficult to finish the work, if they have first met some vocabularies.

d) We need to deal not only with a single word lexical items, but also with longer, multi word items.

e) Training in the use of English dictionaries provides learners with a vital tool for self-study.

Because of vocabulary is very important in learning a language, so it must be mastered well by the learners. Mastery is complete control of something.

So, vocabulary mastery can be defined as great skill or knowledge about the stock of words of a language in alphabetical order.

5. The Process of Teaching Vocabulary

Most of the English teachers prefer to teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading, and writing. If students know more vocabulary is a central of English language acqusition, as according to Celce and Murcia (2003: 285) Vocabulary learning is a central to language acqusition whether the language is first, second, or foreign. Teaching is a process of transferring knowledge and some information to the students. According to Cameron (2001: 94) explains that one of several ways in teaching vocabulary is including structured opportunities for the students to make a prediction about the meaning of new words when they read a text. The teacher in teaching vocabulary in Junior High School can ask the students to read a simple text, and find some unfamiliar words after that ask them to predict what the word means by adding some information related to the words.

Teaching vocabulary deals with knowing meaning from the words. Kareem (2003:49) stated that English vocabulary is an important area worthy of effort and investigation. He says that the linguistics also emphasize and recommend teaching vocabulary because of its importance in language teaching. Quoted in journal of the *Teaching of Vocabulary in the Indonesian Context written by Wheimer* (in Cahyono and Widiati, 2008:1). Thus, good vocabulary mastery supports mastery of each of the language skills, both receptive (Listening and Reading) and productive (Speaking and Writing).

The teachers should teach the words that related to the students' life by using the appropriate strategy, media, technique, etc. The teacher should adjust them based on the level of students. According to Cameron (2001: 75), teaching vocabulary focuses on helping students to build up knowledge of words also it will be able to the students to use the language efficiently and successfully. It means that teaching vocabulary must be carefully to make students can enjoy the learning and attract with the English subject. If they are attracted with the lesson, they will get full of spirit in learning vocabulary.

Vocabulary is usually taught by using senses, game songs, stories, and rhymes, which are considered as effective ways of practicing the language (Brewster *et al.* in Wippern and Dochart. 2010). Other ways of teaching vocabulary include repetition (Nation in Wippern and Dochart, 2010), usefulness, definitional, and contextual information (Osborne and Ambruster in Wippern-Dochart, 2010) and actively finding out the meaning of words (Laufer &Hulstjin in Newton in Wippern-Dochart, 2010). However, Nagy *et al* (1985) researched the role of context in vocabulary acquistion and found that learning from context accounts for significant vocabulary growth. In *TEFL/TESL: Teaching English as a Foreign or Second Language* (1989), Corps also states that it is easier to learn and remember vocabulary when it is presented within a context, rather than in a list or in a set of flash cards. Thus, in learning vocabulary students are supposed to not rely only on dictionary rather than actively define the new words by looking at the context.

In the teaching of vocabulary mastery, teacher is allowed to decide and select the words to be taught on the basis of how frequently those vocabularies are used by speakers of the language. The English teacher has to afford to find some innovative strategies to make the teaching and learning activities fit to students' ability and interest. Here. Teacher only guides the students come to attempt exposing the vocabulary the need, it could give the chance for them to be free and more aware what words they think is important. Using appropriate strategies in teaching vocabulary. Teacher takes a role in enriching students' vocabulary mastery.

B.The Nature of Short Story

1. Definition of Short Story

A short story is fictional work of prose that is shorter in length than a novel. Poe (1896), in his essay "The Philosophy of Composition," said that a Short Story should be read in one sitting, anywhere from a half hour two hours.

According to Klarer, (1998:14) " A crucial feature commonly identified with the Short Story is its impression of unity since it can be read-in contrast to the novel-in one sitting without interruption. Due to restriction of length, the plot of Short Story has to be highly selective, entailing an idiosyncratic temporal dimension that focussed one central moment of action". It means that the Short story has one focus in the central moment of action without an interruption and that differentiate with the novel.

As being above, Short story is a part of literary genres, which is fiction. Short story can be categorized as a fiction since most of it relies on fantasy stories,

such as fairy tale. It is further explained by Klarer (1998:13) the roots of short story lie on antiquity and the Middle Ages story, myth and fairy tale relate to the oldest types of textual manifestations, "texts" which were primarily orally transmitted. Short story as a part of literary works is interesting to be analyzed. Although it has a quite short plot, small number of characters and a few places and time as setting, the story can be fully developed. There are many short stories that have been analyzed. Typically, the analysis is related to intrinsic elements of the story.

2. Characteristics of Short Story

According to Tarrigan (1985:178). The writer can conclude that characteristic of Short Story as follows :

a) The characteristic of Short Story is brevity, unity, and intensity.

b) The main element of Short Story is scene, character, and action.

c) Language that is used in short story must be incisive, suggestive, and alert.

d) Short Story must consists of a writer interpretation about his concept, about life, either direct or indirect.

e) Short Story must cause one effect reader opinion.

f) Short Story must cause a feeling in reading that train of story implicates feeling first than opinion.

g) Short Story consist details and incident, which can cause question in reader opinion.

h) Short Story consist of an incident that leads to understand the train Story.

i) Short Story must have a main agent of Short Story.

j) Short Story must have a main actor.

k) Short Story must have an interested effect and impression.

l) Short Story depends on the situation.

m) Short Story gives a whole effect.

n) Short Story provides an emotion.

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. 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. Elements of Short Story

Intrinsic elements of short story are important part of a short story since these elements will bring the reader into the story. The commonly known elements of short story are theme, plot, setting, character and characterization, style and point of view, according to Klaler (1998:15), the most important elements are plot(what happens?), character(who act?), narrative perspective(who sees what?), and setting(where and when do the events take place?

a)   Plot

Klaler (1998:15) suggests that plot is the logical interaction of the various thematic elements of a text which leads to a change of the original situation as presented at the outset of the narrative.

Exposition -compilation - climax or turning point- resolution Further, as explained by Klaler (1998:15), the exposition or presentation of the initial situation is disturbed by a compilation or conflict which produces suspense and eventually leads to a climax, crisis, or turning point. The climax is followed by a resolution of a compilation.

b)   Character

Klaler (1998:17) defines that typed character in literature is dominated by one specific trait and is referred to as a flat character, and term round character usually denotes a person with more complex and differentiated features. in short story, character that commonly emergences is flat character since short story only presents the critical time of the chief character.

c)   Characterization

Nurgiyantoro (2002: 194) gives two methods in describing the characterization in literary work; those are expository method and dramatic method. Expository method is the way of author in describing the characters directly. The author gives description, explanation and disentanglement directly so that the readers will easily comprehend the characterization. Dramatic method is the way of author in describing the characters indirectly. In this method, the author does not describe the characters explicitly. The author lets the characters to show themselves

through the various activities, both of dialogues and actions. This method makes the readers have to read more careful and serious in comprehending the character.

d)   Point of view

Klaler (1998) states, that "narrative perspective or point of view characterizes the ways in which a text presents persons, events, and settings. The subtleties of narrative perspective developed parallel to the emergence of the novel and can be reduced to three basic positions: The action of a text is either mediated through an exterior unspecified narrator (omniscient point of view) though a person involved in the action (first person narration), or presented without additional commentary (figural narrative situation)".

e)   Setting

In action of interpretation, setting can be distinguished into setting of place, time and culture (Nurgiyantoro, 2000: 102). The setting of place physically is a place where events in a story occurred. Presentation of this setting of place supported also by describing of things located in narration because it is a unity of the narration of place. The setting of time describes about time of every event that occurred in the story including present, past or even uncertain times. Whereas the setting of culture describes of society conditions, social group and their attitude, custom, life style and language used in events of the story.

4.   Generic Structure of Short Story

Meanwhile, the generic structures of short story are:

a.   Orientation, gives background information about the characters and their situation.

b.   Complication, introduces one or more events or problems the characters have.

c.   Reflection, tells why or how the events are significant for the characters and includes information on their thoughts and feeling.

d.   Resolution is the end of the story. It tells how or if the problems were solved.

C.   Media

1. Definition of Media

According to Sumantri (2001:153), " Media on teaching or learning is a learning device are used by the teacher as mediator to conveyed an instructional materials on teaching and learning process then giving more easily to reached the objective of learning." So, media is used in teaching learning as a means to convey the instructional materials to reach the objectives more easily.

Furthermore, according to Sadiman (2002:6) state his opinion about media : " media as means that mediator or deliver the messages or messages sender from the giver to the reciever.

From definition above, media can be defined as a means of communication used to convey the information from giver to the reciever. Related to teaching and learning, media is meant that a means of communication used in the teaching and learning process to convey the information such as teaching materials from the teacher to the students. So, that the students will be more interested in the learning.

2. Kinds of Media

Many kinds of media have been invented in this modern life. They can be used to help the Teacher convey the materials more easily to the students in teaching and learning process.

Arsyad (2004:29) he say that media is instructional component including message, person, and tool. In its development, teaching media have been influenced by the development technology. Arsyad differs the teaching media based on the technology development into some kinds.

According to Arsyad (2004:29) "based on its technology development, media on the learning is classified into four groups, that is :

1. Printed Media Technology

2. Audio Visual Media Technology

3. Media based on the Computer Technology

4. Composite media of printed and computer technology

According to Arsyad, it can be concluded that teaching media can be classified into four groups : those are printed media, audio visual media, computer media, printed computer media.

According to Seels and Glasgow in Arsyad (2004:33-34) media is classified into two categories :

1. Traditional Media

    a. Projected Visual (OHP, slides, filmstories).

    b. Un projected Visual (picture, poster, photograph, chart, graphic, diagram).

c. Audio.

d. Multimedia presentation (slide with audio, multi-image).

e. Dynamic Projected Visual (film, television, video).

f. Printed media (text book, module, workbook, magazine, handout).

g. Games (crossword, board).

h. Real thing (model, specimen, manipulative-mannequin).

2. Technology Media

a. Telecommunication-Based Media.

b. Micro processor - Based Media.

3.The Advantages of Media

Media is very helpful in Teaching Language learning. It helps the teacher to motivate the students to learning more seriously with using slice of real life in the classroom and giving the materials more interested and presenting in the classroom with communicative language to students understanding more easily. So, with media students can enjoy the teaching learning and not bored with materials on teaching learning. Media also provides information such as cultural input which is impossible to be brought its real things in classroom. According to Celce Murcia (2001:461) states about the advantages of using Media in language learning :

a. Media serves as an important motivator in the language teaching process.

b. Audio visual materials provide students with content, meaning, and guidance. They thus create contextualized situation within which language items are presented and practiced.

c. Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.

d. Media provides a way of addressing the needs of both visual and auditory learners.

e. By bringing media into the classroom, teachers can expose their students to multiple input sources.

f. Media helps students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.

g. Media provides a means of presenting material in a time-efficient and compact manner, and of stimulating students' senses, thereby helping them to process information more readily.

D. Short Story as media

Short Story is one of authentic materials that can elevate the students' achievement in learning speaking. Short story itself is a result of literature. Collie & Slater (2011: 3-4) state that Literature is 'authentic' material. Literature is a valuable complement to such materials, especially once the initial 'survival' level has been passed. In reading literary texts, learners have also to cope with language intended for native speakers and thus they gain additional familiarity with many different linguistic uses, forms and conventions of written mode: with irony, exposition, argument, narration, and so on.

Collie & Slater (2011:196) state that short story are often an ideal way of introducing students to literature in foreign language classroom. With the

content of story that it is not too long, it gives easiness not only for students but also for teacher. Short stories especially are valuable for sessional courses, summer courses or the like; or for teachers with shifting classes: evening course for example, or continuous-intakes adult classes.

In the process of reading and comprehensive the literature, a reader can discover their thoughts, feelings, customs, possessions; what they buy, believe in, fear, enjoy; how to speak and behave behind closed doors. This vivid imagined world can quickly give the foreign reader a feel for the codes and preoccupations that structure a real society. Literature is perhaps best seen as a compliment to other materials used to increase the foreign learner's insight into the country whose language is being learnt.

Corbett (2013:166) clarifies English literature now commands such a central position in the study of arts and humanities that is salutary to remind ourselves of how recent a curriculum innovation it in fact is. According to John Corbett's opinion, there is appropriate about short story has part in improving and elevating teaching and learning English with its arts and humanities aspects.

Patel (2008:53) states "Literary has important objective at higher secondary stage. Literary develops a taste for English literature by reading prose, poetry, story, etc."

As stated scientists above, means literary support teaching and learning. It is also kind of media in making fun teaching and learning, especially teaching English in secondary stage. By reading story or short story it supports teaching speaking and learners' speaking outcomes.

In Indonesia, the learning with short story is a good learning because short story itself has moral values about humanities and corresponds to the aims on Curriculum Based Characters is being applied.

E.Previous Studies

In English learning, the students will not be able to express their ideas in adequate good communication and interaction with one another without having vocabulary. There are two last researches have conducted researches in improving students' vocabulary mastery using Short Story. They are mentioned in the following paragraph.

Novitasari (2016) her study is entitled " *The effect of Short Story toward students vocabulary mastery at the second students of SMPN 3 Sanggar in Academic year 2015/2016.* " She tried to know whether the short story has effect toward the studemts' vocabulary mastery at the second year students of SMPN 3 Sanggar in Academic year 2015/2016. Finally, She concludes that the use of short story has positive effect of students vocabulary mastery.

Based on her study, the design of her research is quasi experimental with using non equivalent control group. The population of her study is 32 students from the second year students of SMPN 3 Sanggar. He measured of sample into two group, Experimental group 16 students and control group also 16 students. In her study was treat differently, where the experimental group was treated using short story and control group did not using short story. The differentiate could be seen into the experimental group with using short story.

Based on her analysis using t-test showed that t-table was confidence at level 0,01 (99%).

Based on her study, she makes a conclusions that the use of short story has possitive effect toward students' vocabulary mastery at second year students of SMPN 3 Sanggar in academic year 2015/2016 was the alternative hypothesis (Ha) definitely accepted.

Maftuhah (2012) His study is entitled " *Improving the Students Vocabulary Mastery Through Reading Children Short Stories at MI Sullamul ma'aliy Mendogoh Glagah Lamongan in Academic year 2012/2013*. He tried to improve students' vocabulary mastery through reading short stories at MI Sullamul Ma'aliy Mendogoh Glagah Lamongan in Academic year 2012/2013.Based on his study he said that " Short story making students interest and active in learning."

Based on his study, he tried to improve students vocabulary mastery through reading children short story. In his study, he conducted two cycles and his study showed that there was a development students' vocabulary mastery. It can be seen from the percentage of students score was improve than the previous. In the preliminary study were 53%, first test in cycle 1 70.01%, and in the second test in cycle 2 was 76,07%. That the mean score of cycle 2 who passed of criteria of success.

He makes a conclusions that reading children Short stories makes the students of MI Sullamul Ma'aliy was improve their vocabulary, and he gave the suggest that using Short story was effective to improve vocabulary mastery.

Different from the previous studies above, the writer used short story as media to improve students' vocabulary mastery in MTs Assyafi'iyah Gondang. The writer used classroom action research to conduct the short story as media, and the techniques which were used to collect the data are : Test, Interview, Observation, and also making Fieldnote. The subject of the research was students of 8th graders of MTs Assyafi'iyah Gondang Tulungangung.