

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter consists of definition of vocabulary, types of vocabulary, kinds of vocabulary, the importance of vocabulary, definition of short story, characteristics of short story, the strengths of short story and the weaknesses of short story

#### **A. Vocabulary**

##### **1. Definition of Vocabulary**

Vocabulary is important component to learn that should be learnt especially by English learners. By having a lot of vocabulary, English learners will be easier to understand about English. Mastering vocabulary also make English learner can help mastering four language skills.

Vocabulary is all words in a specific language (Hornby, 2000). Moreover, vocabulary is the primary component for acquisition of second language (L2) regardless of students' academic levels. So, vocabulary is basic knowledge that is important (Nakata, 2008).

Vocabulary growth is such a prime part of language acquisition that deserves to be planned for, deliberately controlled and monitored (Nation, 2001). Vocabulary plays an important part in their academic achievement (Constantinescu, 2007).

Building a useful vocabulary is principal to the learning of a foreign language at primary level (Cameron L. , 2001). Building a vocabulary is also significant case. Teacher can use many strategies to the students. Teacher also encourage their students about the meaning and unfamiliar vocabulary. This can be a good strategy that can promote unfamiliar vocabulary and it can help the students find out the meaning.

Vocabulary is a group of words that an individual knows (Fauziati, 2005). Pawler and Syder have different definition about vocabulary, they said that words are clearly vocabulary, but the groups of words like absolutely fantastic, at once can be said as vocabulary.

## **2. Types of Vocabulary**

Those are two kinds of vocabulary (Srivener, 1994). Those are as follow:

### **a. Active vocabulary**

Active vocabulary indicates “the words they should be using in their speech, writing”. With the aim of communicate effectively, the speaker need to know a certain amount of words from this active vocabulary. Despite the fact that they must repeat the speech with the listener, they might select the right term based on the occasion. For example: teaching process, in discussion, and the others meeting.

b. Passive vocabulary

This passive vocabulary indicates that the words that required just enough to understand specifically in their reading. In this situation, the speaker will not reflect some sentences. But, they are asked for to be receiver of message by comprehending the passage or listening to other transmit. Several of vocabulary are needed to advance their level.

There are two variety of vocabulary (Olstain, 2000). They are usually called function words and content words.

- a. The function words are previously mentioned vocabulary objects that refer to closed word classes (i.e. word classes that do not readily reveal new unit or lose old ones: pronouns, auxiliary, verb, preposition, determiners and adverbs).
- b. The content words are those vocabulary objects which refer to open word classes (word classes that readily accept new words and discard old ones).

The content words can be split up into three general classes:

- a. Words that mentions to a person, a place or thing that we might call them nouns.
- b. Words that demonstrates an action, an event or a state are called verbs
- c. Words are worn to report the standarts of thing or action are called adjectives and adverbs.

### **3. Kinds of Vocabulary**

Grammatical words are preposition, conjunction, determiners and also pronouns. It also called content words (Thornbury, How to Teach Vocabulary, 2002). Content words involve nouns, verbs, adjectives and also adverbs.

#### **a. Noun**

Noun is a words that refers to places, people, things or ideas. e.g. Japan, David, chair, white board.

#### **b. Pronoun**

Pronoun is a words that get a place of noun. e.g. you, they, we. I, she, he, it, etc.

#### **c. Verb**

Verb is a words that displays an action. e.g. eat, walk, take, etc.

#### **d. Adjective**

Adjective is a words that adjust the nouns or pronouns. e.g. useful, emotional, loveable

#### **e. Adverb**

Adverb is a words which adjust the verb, adjective.

#### **f. Preposition**

Preposition is a words that tells a relationship between pronoun or noun and another elements in the sentence. e.g. during until, before, about, by, etc.

g. Interjection

Interjection is a words that demonstrate ab emotion.

h. Conjunction

Conjunction is a words that relates with words, phrases and also clauses. e.g. but, because, while, etc.

In this research, the writer will focus on verb especially on past verb. It is because the lesson talks about narrative text which uses past tense.

#### **4. The Importance of Vocabulary**

Maintaining how constitutional a vocabulary in a language, without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Thornbury, How to Teach Vocabulary, 2002). It means leaning vocabulary is the basic to lean in other skill. Without learning vocabulary, we cannot convey our opinion and ideas.

In fact survival measure communication or connection can take place totally intelligibly when individuals simply string words together-without applying grammatical rules at all (Brown, 2001). We can connect by using words that are not placed in the proper order, pronounced perfectly, or marked with proper grammatical morphemes, but communication often break down if we do not use correct word (Lightbown & Spada, 2006).

Vocabulary is a main elements of language proficiency and provides much of the basic of how well learners speak, listen and write (Richard & A.Renandya, Methodology in Language Teaching: An Anthology of Current Practice, 2002). It explains that vocabulary has important part especially in supporting someone's ability in all English skills (writing, listening, speaking, and reading).

## **5. Vocabulary Mastery**

Vocabulary is knowledge of knowing the meaning of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each words with a synonym, a dictionary – tape definition or an equivalent word in their own language (Read, 2000, p. 16).

Vocabulary is all words in a specific language (Hornby, 2000). Vocabulary growth is such a prime part of language acquisition that deserves to be planned for, deliberately controlled and monitored (Nation, 2001). Vocabulary plays an important part in their academic achievement (Constantinescu, 2007)

Vocabulary mastery refers to the number of words someone knows. Moreover, the term “mastery” means having great skillfulness and knowledge of some activities or subject. So, vocabulary mastery is comprehensive knowledge to recognize, to understand, and to produce the stock of words and their meaning.

## **6. Teaching Vocabulary**

Teaching vocabulary plays important aspect in language acquisition because the mastery of vocabulary can help students to master all language skills; writing, speaking, listening and reading easily (Elliot & Dwek, 2005).

There are five steps in vocabulary learning based on research on learners' strategies (Hatch & Cherly, 1995) in (Cameron L. , 2001, p. 84).

They are:

- a. Having sources for encountering new words
- b. Getting a clear image, whether visual or auditory or both, for the form of new words
- c. Learning the meaning of the words
- d. Making a strong memory connection between the forms and meaning of the words

Those are several principles for teaching vocabulary (Cameron L. , 2001, p. 81). They are listed below:

- a. The type of words that children find possible to learn will shift.
- b. Vocabulary development is not just learning more words but is also importantly about expanding and deepening word knowledge.
- c. Words and word knowledge can be seen as being linked in networks of meaning.
- d. Basic level words are likely to be more appropriate for younger children, or when learning vocabulary for new concept.
- e. Children change

Those are also some implications of findings of teaching vocabulary (Thornbury, How to Teach Vocabulary, 2002, p. 30). It can be divided as follow:

- a. Words need to be presented in their typical contexts.
- b. Teachers should give an attention to the way how the words are pronounced especially the stresses.
- c. Teacher involves the learners to be active in producing the words.
- d. Since there are thousands of words, so not all words could be taught.

## **7. The Principles for Teaching Vocabulary**

Principle is beliefs and theories that teacher hold concerning effective approaches to teaching and learning and which serve as the basic for someone of their decision-making (Richard J. C., Longman Dictionary of Language Teaching and Applied Linguistics, 2002, p. 418).

Those are some principles of teaching and learning vocabulary (Wallance, 1982, p. 27). They are:

- a. Aim

The teacher has to be clear about his/her aims: how many of the things listed does the teacher expect the learner to be able to do and which word.



b. Quantity

The teacher may have to decide on the number of vocabulary items to be learnt. Many words in a lesson can students learn, but if there are too many words, the students may become confused, discouraged, and frustrated.

c. Need

The teacher may have to choose the vocabulary that will be taught on students. The students are put in a situation where they have to communicate and get the words they need it.

d. Frequent exposure and repetition

It is seldom, however, that we remember a new word simply by hearing at the first time. Michael J. Wallace says that there has to be certain amount of repetition until there is evidence that the students has learned the target word.

e. Meaning presentation

The teacher must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning- although 'meaning' involves many other things as well. This requires that the word is presented in such a way that its denotation or reference is perfectly clear and unambiguous.

f. Situation presentation

The choice of words can vary according to the situation in which we are speaking and how well we know the person, to whom we

are speaking. So, students should learn words in the situation, in which they are appropriate.

## **B. Short Story**

### **1. Definition of short story**

Short story also has prime elements to build the story itself. All the components take their own role to make the story suitable. The elements are theme, plot, setting, character and point of view (Alami, 2016). Short story is reduced complex than a novel. It usually focuses on one incident only, also has single plot, single setting and some characters.

After the explanation above, it can conclude that short story is worthy literature genre to use in English teaching. When they write down four advantages of using short stories for teacher that teaches language (Collie & Slater, 1991). First, short stories are applied as their length is long enough to offset entirely in one or two class sessions. Second, short stories are not complicated for students to work with on their own. Third, short stories have a variety of choice for different interests and tastes. Finally, short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes.

## **2. Characteristics of short story**

Short story is always a point of view, it means – who is seeing the events of the story (Shilpa, 2015). It could be either an:

- a. First person storyteller, here the storyteller is the figure of the story, or
- b. Second person of storyteller, here readers are the figure of the story, or
- c. Third person storyteller, this is the most common point of view used in stories

## **3. The Strengths of Short Story**

There are several strengths of short story (Al-Dersi, 2013). The strengths are follow:

- a. Short Story builds learning English as an entertaining and attractive process for students.
- b. Short story energizing learner's curiosity about the target culture and language.
- c. Short story motivates language acquisition and students language awareness.
- d. Short story suggest new words with actual usage in many forms, thus students are able to understand the meaning and usage in the context of the new words.

- e. Short story makes the readers estimate what would happen next and therefore involves them in process actively and help them understand the meaning of new words they encounter through context.
- f. Short story suggests opportunities for EFL teachers to combine them with the productive skills like speaking and writing.
- g. Short story makes the students can bring it everywhere; it does not need much time to read it.
- h. Creative opportunities: it encourages the students to be creative students.

From the explanation above, it can conclude that using short story is a good technique because short story has lot of advantages. Those advantages are: make students more creative, it does not need much time. So we can save our time effectively, more fun to learn in English. Therefore, this technique using short story is recommended for teacher in teaching English especially in teaching vocabulary

#### **4. The Weaknesses of Short Story**

This technique has lot of advantages. But teachers have to know that this technique also has disadvantages. Points out that most short stories lack exposition and begin the narrative from the middle of the story, cutting straight to the chase get to the point of the story directly

(Coconi, 2017). Short stories are sometimes *too* simple (Ayaan, 2020).

They just do not have the charm that story should. Ayaan also says short stories can sometimes just not come together. For example, if you have a cap on the amount of words, then it becomes hard to write.

### **C. Children Short Story**

#### **1. Definition of Children Short Story**

Children short story allows teachers to teach the four skill to all levels of language proficiency. It can, if selected and exploited appropriately, provide quality text content which will greatly enhance EFL courses for learner at intermediate level proficiency. Children short story provide real examples of grammatical structure and vocabulary items (Pardede, 2011). Which provides the students an exposure of native language that could not be encountered in EFL setting. Reading children short stories gives the students enough exposure to L2 reading. Based on (Harmer, 2001, p. 204) giving enough exposure to L2 reading can lead students to enhance their comprehension skill and ad their active and passive vocabulary.

Children short story were selected among various kinds of literacy genre because of the length of the story and readability for foreign language learners especially for low-intermediate level of students.

## **2. The Advantages of Children Short Story**

The idea that children short story is the most suitable literacy genre to use in English teaching due to its shortness. There are for advantages of using this children short story for language teachers (Collie & Slater, 1991, p. 196). Those are:

- a. It is practical as their length is long enough to cover entirely in one or two class sessions
- b. It is not complicated for students to work with on their own
- c. It has a variety of choice for different interests and tastes
- d. It can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes (morning, afternoon, or evening classes)

## **D. Previous Studies**

The researcher finds out some studies that correlated with this research. The first previous study from Rosy Agustina investigated “The Use of Animation Video to Improve Vocabulary Mastery of the Third Grade Students at SDN Nambaan 1 Kediri”. There were third grade students as the samples. The design of the study was Classroom Action Research. As a result of the study, the students’ achievement increased, and the research implementation was successful. The writer did not need to conduct cycle II

The second previous study is done by M. Fatkur Rohman. He studied “The Effectiveness of Youtube Song in Teaching Listening for Senior High School Students.” He used a quasi-experimental method of the study. The subject of the study was students in the second grade of MA Hasyim Asy’ari Jombang. The result showed that Youtube song is effective in teaching listening to students.

The third previous study is done by Ni Putu Juli Asmini. She studied “A Study of the Use of Children’s Literature in the Teaching English to Young Learners at Children’s House School”. She used descriptive study using a mix method of data collection and analysis. There were 15 young learners and 2 teachers involved as the research subject. The result of this study was excellently implemented. It could be seen from the lesson plan prepared for each lesson, the strategy chosen in the classroom, and the children’s books used as the learning media to help them achieve the lesson objectives.

The last previous study was from Ahmad Rizqi Rohmatullah. He studied “Improving Irregular Verb Mastery through Rap Song at the Eleventh Grade Students of SMAN 5 Kediri”. She also used CAR in her research. The result of the study was a success. It showed that the percentage in cycle II was 91,2%.

Most previous studies above discussed students' vocabulary in different subjects. But in this research, the writer decides to take research entitled “The Effectiveness of Children Short Story on Students’ Vocabulary Mastery at Tenth Grade Students of MAN 1 Nganjuk”. The writer also takes different places and subjects. This research conducts in MAN 1 Nganjuk.