

CHAPTER II

LITERATURE REVIEW

This chapter presents a specific discussion of this research. The first discussion is the definition of vocabulary. Then, the second part is learning media. The next is followed by part of a pop-up book.

A. Vocabulary

1. Definition of Vocabulary

In general, vocabulary is the most important part of a language. Vocabulary mastery is the most fundamental role in communicating. Many experts have put forward a definition of vocabulary. Webster's dictionary defines vocabulary as follows: A list or collection of words and phrases usually alphabetically arranged and explained or described, a sum or stock of words employed by a language group individual work or about a subject: scope of language, and a list of a foreign language textbook of the words and phrases taught or used. Vocabulary is all the words contained in a language. Based on this definition, it can be described that vocabulary is a basic aspect of a language that is diverse. A collection of vocabulary can form a sentence that is used to communicate. According to Hornby (2020), vocabulary is:

- a. All the words that a person knows or uses.
- b. All the words in a particular language.
- c. These are the words that people use when they are talking about a specific subject.

- d. A list of words with their meaning, especially in a book for learning a foreign language.

From Horby's (2020) definitions, it can be concluded that vocabulary is the total number of words needed to communicate ideas and express the speaker's meaning. That is the reason why it is important to learn vocabulary.

Knowledge of new words and meanings keeps increasing as we grow older, and we are often very conscious of this growth and change. As we all may know, vocabulary is essential to improve our knowledge. We can find all the information that we want by understanding our reading. As English teachers, we can give our students ways to make them interested in mastering their vocabulary. We do not have much time to look up difficult words in the dictionary.

According to Schmitt (2000), vocabulary is a fundamental component of language teaching, as it encompasses the words and phrases that learners need to communicate effectively. Schmitt emphasizes that understanding vocabulary involves not just knowing the meaning of words, but also grasping their usage in context, which is essential for language acquisition and proficiency. According to Zimmerman (1997), vocabulary is central to language learning and is crucial for learners. He emphasizes that acquiring vocabulary is an essential tool for mastering a language, as it is impossible to learn a language effectively without a solid vocabulary foundation.

From the previous definitions above, it has been concluded that vocabulary is a set of words known to a person or other entity, or that are parts of a specific language. Vocabulary gives a big even the biggest contribution to

learning a new language. However, learning vocabulary is not an easy thing, especially. The students often face difficulties in memorizing and using the word in a sentence. That is why teachers should encourage themselves to be creative in selecting the approach and the method of teaching English to make it easier and fun to learn a new vocabulary.

2. Definition Vocabulary Mastery

Mastering vocabulary is the ability to get and receive a lot of words, by having and mastering it, we will know the meaning of vocabulary in the context it can also help us avoid making mistakes in identifying a language dictionary and guide us in making the equivalence of the second language to native language, so that means:

- a. Mastering the various kinds or levels of meaning in language is essential for effective communication. They explain that while words possess lexical meanings, these meanings are not the only critical aspects of understanding language. The authors emphasize that the symbols and devices of a language convey additional meanings that are vital for comprehension. Furthermore, they highlight that lexical content, which includes the various words defined in a dictionary, is fundamental to grasping the nuances of language. This understanding of meaning is crucial for language learners as it enables them to use words (Fromkin and Rodman, 1974).
- b. Vocabularies are found in a language, this is because the languages we use consist of vocabularies. Whatever else people may do when they come together, whether they play, fight, they talk, we live in a world of words.

- c. Words can express our ability. When a person demonstrates his speech in front of the public, his words can bring us to the other world, his speaking ability is well known internationally, and that all starts with words.
- d. Vocabulary is involved in all aspects of student learning and can significantly improve their skills in English, whether in listening, speaking, reading, or writing. Students cannot communicate well if they do not know vocabulary; they also struggle to listen carefully without a solid vocabulary foundation and may become stuck in reading if they lack the necessary words. This indicates that vocabulary is essential for students to learn and enhance their language skills. In writing, vocabulary is used to express successful learning and provides valuable feedback on the learning process (Nation, 2001).

From those, we can conclude that vocabulary is involved in every aspect of our lives, making it crucial to acquire, especially when we interact. A rich vocabulary enhances our ability to express thoughts, emotions, and ideas clearly and effectively. It allows us to engage in meaningful conversations, understand others better, and convey our messages with precision.

3. Vocabulary for Young Learners

Mastering vocabulary is the key element in learning English. Mastering vocabulary is the basis for someone to be able to communicate in a language. However, most people find memorizing English vocabulary boring and prefer not to learn it. This happens because someone does not have a way of learning that suits their learning style.

Learning English as a foreign language requires sufficient vocabulary to fulfill the 4 aspects of English skills. To learn to master vocabulary, Brown and Payne (1994) proposed a five-step model for vocabulary learning that emphasizes the importance of various strategies in mastering vocabulary for English as a foreign language. The five essential steps are:

1. Finding Sources for New Words: Learners should have access to various resources such as dictionaries, visual aids, and audio materials to discover new vocabulary.
2. Creating Clear Images: This involves forming mental images or auditory associations with the new words, which can aid in retention and recall.
3. Learning the Meaning: Understanding the definition and context of the new words is crucial for effective vocabulary acquisition.
4. Establishing Strong Connections: Learners need to create a robust link between the form (spelling, pronunciation) and the meaning of the word.
5. Using the Vocabulary: Finally, active use of the vocabulary in speaking and writing helps solidify the learner's knowledge and enhances fluency. In mastering English vocabulary in Young Learners, what is done is not just memorizing but trying to apply the vocabulary in communicating. Teachers can use some English vocabulary in Indonesian sentences to help Young Learners master vocabulary.

Elementary school students are classified as young students because the average age of elementary school students is 6-12 years. This means that elementary school students have been introduced to English for young students. Because English is a compulsory subject in school. In the process of learning

English vocabulary, the teacher plays a very important role in efforts to improve students' abilities. The teacher must create a pleasant learning atmosphere, which can attract students' interest and attention to learning, especially Young Learners who like things that are interesting and fun. Therefore, teachers must adjust the method or media according to the age of the student to be used as a learning tool to make it easier for teachers and students to convey and understand the learning material.

B. Learning Media

1. Definition of Learning Media

Davoudi and Yousefi (2015) emphasize that the primary context for teaching and learning English often occurs within classroom settings rather than through everyday communication. This perspective suggests that formal educational environments play a crucial role in language acquisition, highlighting the structured nature of language instruction as opposed to the more informal and spontaneous interactions found in daily life. So, Teachers need to maximize teaching English to students with the help of learning media or interesting teaching methods. Teachers should enhance their English instruction through engaging learning media and effective teaching methods. Learning media can make it easier for teachers to explain learning materials. Hamka, as cited in Nurfadhillah (2021), defines learning media as tools, both physical and non-physical, that are intentionally used as intermediaries between educators and students. These tools facilitate a more effective and efficient understanding of learning materials, highlighting the importance of utilizing appropriate media to enhance the educational experience and improve comprehension. According to

Hamid (2020), the media is the main element that can contribute to the success of the learning process. He asserts that the use of media has the potential to arouse students' interest in ongoing learning, thereby enhancing their engagement and motivation.

It can be concluded that learning media is an intermediary for teachers in conveying material to students, making it easier for teachers to explain so that students can more easily understand the material presented. According to Djamarah in Magdalena (2021), learning media can be classified into three types:

- 1) Auditive Media: This type of media emits sound only, typically in the form of tape recorders or radios.
- 2) Visual Media: This media utilizes sight by displaying images or objects without sound, commonly represented through photos, drawings, or paintings.
- 3) Audio-Visual Media: This combines both sound and visuals, with films being a common example. This type of media offers significant advantages for learning.

2. Learning Media for Young Learners

As it is known that learning media is a tool for conveying material so that it is more easily understood by students. According to Briggs, as cited in Pagarra (2022), media is any physical device that can provide information messages and stimulate students to learn. This definition highlights the role of media as a vital tool in the educational process, facilitating engagement and comprehension among learners.

However, it is necessary to pay attention to the type of media used with the age of the student. For young learners, according to aged 6-12 years, the

appropriate media is fun learning media that can build student enthusiasm for learning. In elementary school, the learning media widely use Visual Media, which shows an image.

According to Satrianawati (2018), Warsono and Haryanto classify the use of media for young learners or elementary school students as follows:

- a Grades 1-2: Students can use software media elements such as books and student worksheets, which should have an attractive appearance, featuring interconnected colors or colors that are not too flashy.
- b Grade 3: Students can be introduced to hardware media elements, specifically media that display animations to facilitate understanding of the material.
- c Grades 4-6: Students can utilize software and hardware media elements that are well-collaborated and appropriate, such as showing video tutorials or other learning resources.

Currently, many elementary schools utilize appropriate learning media; however, the media used tends to be monotonous or limited to a single type. Teachers are encouraged to be more creative in selecting a variety of learning media to enhance the educational experience.

C. Pop-up Book

According to Nancy and Rhonda (2012), a pop-up book is defined as a book that offers the potential for motion and interactivity through the use of paper mechanisms such as folding, scrolls, slides, tabs, or wheels. This interactive format enhances the reading experience by engaging young readers and making the content more dynamic and enjoyable. The pop-up is almost the same as origami because there is a paper-folding technique. However, origami only focuses on the shape of the

folded paper, while the pop-up displays the movement of the appearance of the image as naturally as possible. The following are several types of views and pop-up book mechanisms:

1. V-fold mechanism

Pop-up books with a v-fold mechanism are the most common pop-up books. This type of pop-up book is also easy to make. This panel is glued on the back of the card, so it's not visible from the outside.

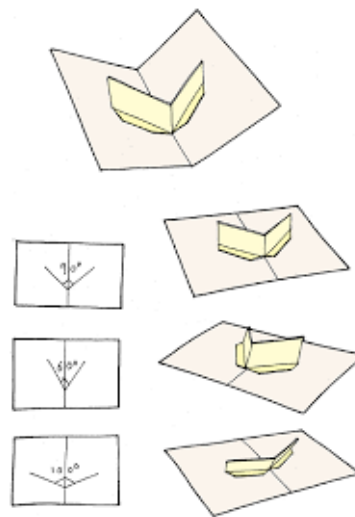


Figure 2.1 V-fold mechanism

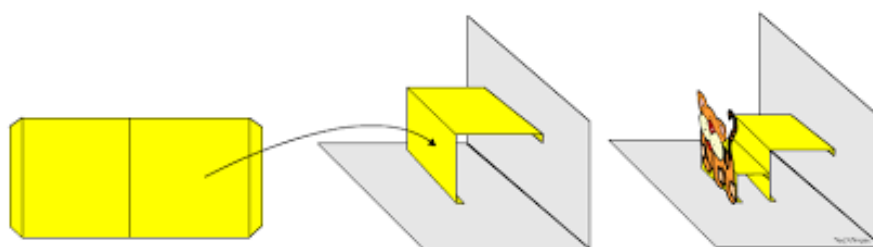


Figure 2.2 V-fold mechanism

Different angles produce different results. If using a 90-degree angle, the panel will stand vertically if the card is opened. If using a 60-degree angle, the panel will lean back when the card is opened, and if using a 100-degree angle, the panel will lean forward when the card is opened.

2. Internal stand mechanism

Pop-ups can also be created by making two cuts in the card and then folding it inward so that the inside can stand up as shown below.

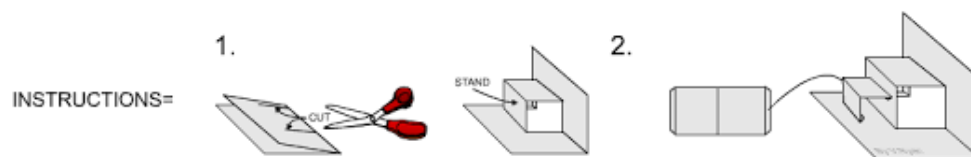


Figure 2.3 Internal stand mechanism

3. Rotary mechanism

The rotation technique in this pop-up book can be used interestingly. This technique is made by making two parts that will later be joined by a shaft in the middle. The first part is the part that is rotated, while the second part is the base or background, which has holes in its surface that have been arranged in such a way that the image located on the rotated part is visible from the front, as shown in the image below.

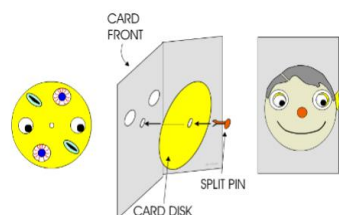


Figure 2.4 Rotary mechanism

4. Mouth mechanism

This type uses a mechanism to make a mouth shape like a cartoon character. The way to make it is very easy, namely by making a perpendicular cut in the middle of the card, and then folding the sides in the opposite direction at a certain angle. The resulting fold is opened and folded again towards the inside of the card as shown in the example below.

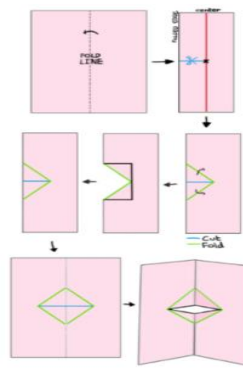


Figure 2.5 Mouth mechanism

5. Parallel slide mechanism

This type of pop-up book uses a mechanism that makes parallel movements according to the pattern made. The way to make it is to make a horizontal hole on the front of the card as a track. Then paste the images, cards, and panels in the image-card-panel positions sequentially, so that the images can move according to the trajectory shown in the image below.

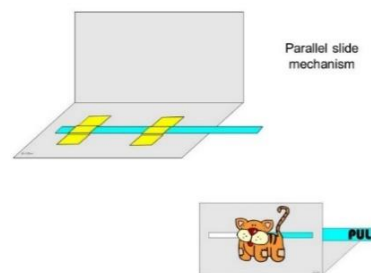


Figure 2.6 Parallel slide mechanism

Pop-up books are books that are designed with an attractive appearance, from the cover to the contents of each page. Dzuanda mentioned the advantages of pop-up book learning media for students, namely: (1) teaches children to respect books and care for them properly, (2) develops children's creativity, (3) stimulates children's imagination, (4) provides knowledge and recognition of shapes objects, (5) can be used as a media to foster motivation to read in children.

Based on this explanation, it can be concluded that the Pop-Up Book media is a three-book that has 3-dimensional elements that can move or appear on the surface of the book sheet when the page is opened and provides a more attractive visualization and appearance to improve student focus and understanding of the material and build students' curiosity in the classroom. According to Dzuanda in Septiyaningrum, the benefits of using pop-up book media for students include:

- a. Teaching students to appreciate books by caring for and maintaining them properly.
- b. Providing opportunities for students to connect with teachers or parents, as the pop-up book encourages discussions about its content, strengthening the relationship between parents and children.
- c. Improving student creativity.
- d. Stimulating student imagination.
- e. Enhancing students' knowledge and providing descriptions of object forms (Setiyanigrum, 2019).

D. Textbook

1. Definition of Textbook

A textbook is a comprehensive instructional resource systematically designed to convey specific subject matter to learners. It serves as a foundational tool in educational settings, providing structured content that aligns with curriculum standards. According to Richards (2023), textbooks play a pivotal role in standardizing instruction and ensuring consistency across educational institutions. They often include exercises, assessments, and supplementary materials to facilitate both teaching and learning processes.

2. Role of Textbooks in Education

Textbooks are integral to the educational experience, serving multiple functions:

- a. **Curriculum Framework:** They provide a structured outline of the subject matter, ensuring that educators cover essential topics systematically (Nguyen, 2024).
- b. **Resource for Teachers:** Textbooks offer educators a reliable source of content, activities, and assessments, aiding in lesson planning and delivery (Martinez, 2025).
- c. **Learning Guide for Students:** They act as a roadmap for students, guiding their study and reinforcing classroom instruction through structured content and exercises (Chen, 2023).

E. Previous Studies

This study refers to some previous studies. The first is the study performed by Lee et al. (2020). The purpose of this study is to examine the effectiveness of pop-up books in enhancing vocabulary retention and recall among eighth-grade students at SMPN 1 Kubung. Their research, titled "The Effect of Pop-Up Books Toward Students' Vocabulary Mastery," employed a quasi-experimental design, incorporating pre-tests and post-tests to assess vocabulary mastery. The findings indicate that the implementation of pop-up books significantly improved students' vocabulary retention and recall. The study highlights that the engaging and interactive nature of pop-up books enhances students' learning experiences, leading to better vocabulary acquisition.

The second is the study by Kim et al. (2019). The research investigates the efficacy of pop-up books in improving students' vocabulary skills and reading comprehension among seventh-grade students at MTs PSM Randublatung Blora. Their research, titled "Using Pop-Up Books in E-Learning to Improve Students' Vocabulary Mastery," emphasizes the positive impact of pop-up books as a tool for enhancing students' reading comprehension and vocabulary development. The study utilized a quasi-experimental approach, employing pre- and post-tests, to examine the impact of pop-up books on students' vocabulary knowledge. Based on the findings, pop-up books are regarded as vital educational tools due to their interactive and captivating nature, which significantly enhances vocabulary retention and comprehension skills.

The third is the study performed by Oktaviana (2020). This study focuses on the impact of pop-up books on vocabulary mastery among eighth-grade students at

SMPN 1 Kubung. Using a quasi-experimental design, the research found that students who engaged with pop-up books demonstrated a notable increase in their vocabulary scores, rising from an average of 32.68 in the pre-test to 70.41 in the post-test. The study underscores that the interactive and visually stimulating features of pop-up books not only aid in vocabulary retention but also enhance students' overall engagement in the learning process. This makes pop-up books a valuable instructional tool in language education.

Several previous studies (e.g., Lee et al., 2020; Kim et al., 2019; Oktaviana, 2020) have shown that pop-up books can enhance vocabulary mastery among junior high school students. However, most of these studies were conducted in middle or lower secondary schools, not in early elementary education. This leaves a gap regarding how pop-up books affect younger learners aged 9–10 years old in elementary settings.

In addition, while existing research supports the positive influence of a pop-up book, there is limited research focusing on vocabulary improvement specifically in the context of present continuous tense vocabulary using a pop-up book. Therefore, this study aims to fill these gaps by conducting a quasi-experimental study at the elementary school specifically among the fourth grade students level to evaluate the direct impact of a pop-up book on students' vocabulary mastery compared to textbooks.