

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. The definitions

There are some definitions of vocabulary. The term vocabulary (or "vocab" for short) refers to the words used in a language. "Vocabulary" can have at least three different meanings the words an individual person knows, the words used in a particular context and all of the words in a language.

Vocabulary is knowledge of words and word meanings. Therefore, in learning language the students have to really understand the meaning of words. According to Manser in PopiHalimatussa'diyah, vocabulary is total number of word in a language or list of words with their meanings at the back of the book used for teaching a foreign language. More specifically, vocabulary to refer to the stock of words, written or spoken that student must know to be master in English.

2. The Importance of Vocabulary

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing. The learners will be also able to comprehend the reading material, give response, understand other's speech, speak fluently and write about a specific topic if they count with the appropriate words. Walkins, in Ariningsih (2012:6) a language without grammar very little can be conveyed,

but without vocabulary nothing can be conveyed. That is why everybody who learns English should know the words.

Total number of vocabulary that the learners should have are for about 2.500 to 26.000 words for typical first grade students, and 19.000 to 200.000 words for collage graduate students (Beck and McKeon, 1991). For Senior High School students, they should have 2.500 to 26.000 words in order to get success in learning English. The mastery of vocabulary support them when they are communicating to people, they can write and translate the meaning of the words. Lack of vocabulary knowledge will result in lack of meaningful communication.

In overall, it can be said that the most important thing in learning foreign language is learning vocabulary. Without enough vocabularies, the students could not master reading, writing speaking and listening. Vocabulary is the key to get success in learning English.

3. Teaching Vocabulary

In teaching vocabulary, teacher has to help the students to review the vocabularies that have been teaches before. It can help the students easy to receive the new vocabularies. There are some principals to teach the students new vocabularies (Jason Kustron:2007):

- a. Recalling the vocabularies that are already read, heard, spoken and written.
- b. Visualization, acting out the words that need to be visualized. Using storytelling can help the teacher visualize the words. It can help the students to guess the meaning of the words.

- c. Repetition, repeating the words is important. Opal (1984:69) said that stories “include natural repetition which provides a type of pattern practice.”In storytelling, the students should read repeatedly the story for several times in order to remember the story.
- d. Imagination, scientist Albert Einstein said that “Imagination is more important than knowledge.”Using one’s imagination means creating images in the mind. The students need to have an opportunity to exercise their imagination. Storytelling is unmatched as a tool for stimulating the imagination.

4. Learning Vocabulary

Learning vocabulary is very important for one who wants to learn a language. When teaching new vocabulary, we should begin by teaching the new items in context but a latter stage, learners should be given the opportunity of dealing with the words out of the context (David, 1991:22). There are some strategies of learning vocabulary. According to Brown and Payne in Hatch and Brown (1995: 373), there are five essential steps in learning vocabulary.

1. Encountering New Words

Encountering new words is placed as the first steps for vocabulary learning. It refers to having a source for words. Encountering can be done by watching television, listening to radio, reading books or newspaper, and doing catching with foreign people

2. Getting the Word Form

The second step is getting the word form. The students can get the word form by associating new words with words that have similar sound, writing the sound of words using sounds symbols, and seeing a word that looks like another word that have been known.

3. Getting the Word Meaning

The next step in learning vocabulary is getting the word meaning. This step includes asking native English what words mean, asking people who speak English the meaning of new words, making pictures of word meaning in mind, and asking someone to tell the meaning of words.

4. Consolidating Word Form and Meaning in Memory

This step allows the students to consolidate the word form with the meaning. Students learn word form then memorize the meaning.

5. Using the Word

The last step in learning vocabulary is using the word. When students have already done those previous steps, they have to use the words in their daily. It is because practicing is better than just learning. If the students are accustomed in using the words, it will make the words stay longer in their mind.

5. Key Strategies

In Sylvie Lapointe, there are eight key strategies that can be used by the teacher to explain and to get the meaning of a new word to a class are as follows:

a. Definition

Definition in the target language may be very easy if they are expressed in terms that are better known or more easily guessed than the word that is defined. In this direction the teacher and the students can refer to authentic and reliable dictionaries.

b. Self-defining context

The teacher leads the students to make their own sentence context to make the new word more clear.

c. Antonyms

The teacher gives the antonym of the new word. When the students understand one member of the opposite pair word, the meaning of the other can be easily comprehended. This helps the students easily to understand the new word.

d. Synonyms

Giving a synonym used to help the students to understand the dissimilarity of meaning. Synonyms help the students enrich their vocabulary bank and provide alternative words instantly.

e. Dramatization

This is ease to do. The teachers act out the meaning of the new words to help the students understand the new words easily.

f. Picture and Drawing

The teachers explain the meaning of the new words by shows picture. Pictures of many types and colors can be used to show the meaning of words or sentence. The teacher also can draws the picture if there is no need to be very artistic picture.

g. Writing the word

It will be enable to the students to write the new words while the auditory memory is fresh. Writing or copying the word from the blackboard will give the students a chance to understand the grammatical aspect of the word such as noun, verb, adverb, adjective, etc.

6. Types of Vocabulary

According to Brown in Popi(2011:11), there are some types of vocabulary they are:

a. Reading vocabulary.

A person's reading vocabulary is all the words he or she can recognize when reading.

b. Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Duo to the spontaneous nature of the speaking vocabulary, words are often misused- though slight and unintentional- may be compensated by facial expressions, tone of voice, or hand gestures.

7. Problems of Learning Vocabulary

There are some problems that cause failure in learning vocabulary. Harmer in Endah Lestari(2009: 12) states that there are many problems in learning vocabulary that faced by the students. Problems in pronunciation, spelling, memorizing, and using words in sentence or in oral communication. It will be explained below:

a. Pronunciation problem

The following are aspects which cause problems in pronunciation :

- 1). Similar sound in the two words which have different variants.
- 2). Sequences of sound in one word.
- 3). Classification of sound

b. Spelling problem

Spelling is important because it can improve the learner's ability of the language skill especially writing n reading. in the leaning vocabulary, Indonesians learners have some spelling problem are follows:

- 1). Misunderstanding between speaker and hearer. Teacher said "their", sstudents wrote "there".
- 2). The students do not know the spelling of a word. The students mistake in spelling which is influence by pronouncing the words. It means if the ss want to spell a word, they tends to write or spell like they pronounce it.

c. Memorizing problem

There are many problems in memorizing:

1. The students have low motivation to learn vocabulary.

2. The students are reluctant to memorize the new words.
3. The students do not always use the words, they have known to communicate in daily activities. The longer they meet the words, the faster they forget the words.

d. Meaning problem

Sometimes, the meaning of the word change because of its function in sentence, whether it is a noun, verb, adverb or adjective, then a word may have more one meaning

B. Storytelling Technique

1. The Definition of Storytelling Technique

In Ela S. Abdulla(2012:29), storytelling is a technique for checking understanding. Unlike answering specific questions after reading, retelling requires reprocessing large segments of text thinking about the sequence of ideas/events where the students should retell a story that they have heard from the teacher before.

Storytelling technique is a technique to teach vocabulary to student as words are best learnt in context. With the stories, the students not only listen to the words in context but also repeat them. It happens when they have practice a storytelling after the teacher. Repetition is important while the students study about words. It makes the easy to understand new words.

In overall, it can be concluded that storytelling technique is one of vocabulary teaching technique where the students retell a story uses their own word after the teacher tell a story.

2. The Advantages of Storytelling Technique

There are many techniques in teaching vocabulary. The teacher has to use easy technique that could be easy understood by the learners. Storytelling is one of the techniques that can be used to teach vocabulary where the teacher tells a story using actions. In ZanetaUrbancova(2006), there are many reasons for choosing storytelling to teach vocabulary:

a. Stories are motivating and immensely interesting.

The story attracts the listeners and promotes communication. "The excitement and drama of storytelling provide a context that holds students' attention." (Cooter, 1991; Bla, 1998).

b. Stories provide meaningful contexts.

Language is communicative. Language has its meaning. While we are using storytelling to present new language, there is not only the new language in the story, but also the whole context, which brings out the meaning. In stories, students learn the language in a meaningful way. Children have the instinct of "going for meaning" (Moon, 2000) in language learning. When they listen to the stories, they focus on meaning first. Andrew (1995) said that students listen with a purpose because they want to work out meaning in stories. "By listening to stories students are introduced to a number of words in context." (Rixon 1999:19)

c. Stories can provide natural repetition.

Key words or new language or new vocabulary can be naturally repeated in stories. (Moon, 2000) In stories, target language can be

repeated several times in a meaningful way through the plots so that students can learn them unconsciously, not getting bored.

- d. Student's listening skill can be developed.

While students listen to stories, they try to guess the meaning of the new words and to grasp the main idea. That is storytelling develops children's listening skill and seeking details.

- e. Stories are an enormous language treasure.

For hundreds of years, thousands of stories have been created and passed down. Many old stories are regarded as the models of language and treasures of the culture, from which learners at various language levels and age groups can find suitable stories to read and tell.

- f. Stories are easily accessible.

Storybooks can be found in bookstores and borrowed from libraries or friends or they can be found in the internet. "Storytelling costs nothing, is enjoyable, and can be used anywhere and at any time" (Zabel, 1991). So, the students can explore their vocabulary widely and out of teaching learning process.

- g. Stories have live atmosphere and real life environment

It can encourage the students to talk and discuss with each other. When telling and listening to a story, the learners will easily be plunged into the plots and the scene and forget about themselves, which will, to a great degree, relieve their nervousness.

In addition, according to Mustafa (2008: 9), there are various reasons for the potential of using stories, including:

- a. Stories exercise the imagination helping the students develop their own creative ability. They can speak creatively using their own vocabulary.
- b. Stories develop comprehension, and concentration skill. When the students listen to the story, there is comprehending process to understand the story's content. While listening, students concentrate on the pronunciation of the words or sentences. In this process, the students need high concentration.
- c. Stories allow students to explore their own cultural roots.
- d. Stories allow students to experience diverse cultures.
- e. Stories make students enable to empathise with unfamiliar people/places/situations.
- f. Stories have different traditions and values.
- g. Stories help students understand how wisdom is common to all peoples/all cultures.
- h. Stories help students consider new ideas
- i. Stories promote a feeling of well-being and relaxation.
- j. Stories increase verbal proficiency.

Storytelling has a lot of different advantages that can make the students easy to understand new information or new vocabularies. Furthermore, storytelling is useful as a learning technique.

8. Characteristics of a Good Story

Stories have been shared in every culture as a means of entertainment, education, cultural preservation and in order to instill moral values. Storytelling should be able to make the readers or student to read the story.

To make the students get the new vocabulary easily, the teacher should select and chose a good story. According to Baker and Greene, a good story has some characteristics such as:

- a. It has a single theme, clearly defined. It is to make sure that the students do not get confuse in understanding the content of the story.
- b. It should be has a well developed plot. Choose stories that have simple and interesting plot or a surprising ending so that children can remember them and enjoy them, and that the language in the stories will be more memorable. The story should be easy to be follow by the listeners.
- c. It has vivid word pictures, pleasing sounds and rhythm. The teacher should choose a story that can make the student has strong imagination about the story.
- d. It has clear characterization.
- e. It should be from faithful source. The teacher can not choose the story from any kind of sources.
- f. It is appropriateness to listeners. When the teachers use stories in vocabulary teaching, the stories will be for the students, the teacher should consider more about the students, their interests, their experience and their language level, etc. It is important to choose a story that suits student's language level.

9. Telling Story

Teacher as the model should be a good storyteller. Before the teacher ask the students to retell a story, she or he has to do storytelling first. In Sylvie

Lapointe, there are some ways to tell a story in teaching vocabulary. They are:

- a. Retell the story using own words. It may need improvisation.
- b. Authentic in delivering. The teacher is avoided to change anything from the original story.
- c. Faithfull in delivering the story. The storyteller should make sure the listeners or the students get the message from the story.
- d. Confident. The teacher should be convince in telling the story and do not be nervous.
- e. Relax, breathe and play.
- f. Change the volume, pitch and tempo of your voice. Tell the story clearly and uses exaggerate expressions.
- g. Usingface, body and gestures. It means let your body speak do not be like mannequin.
- h. Have a clear focus and maintain concentration.
- i. Usingeye contact with the audience/ individual listeners. It to makes the listeners pay attention to the storyteller.
- j. Using different character voices. It is supposed to make the story more interesting to be listened and the listeners do not boring with the story.
- k. Using silence and pauses to add dramatic effect.

10. Story Forms

There are some story forms that can be applied in storytelling to teach vocabulary, such as oral story, written story and stage or acting.

a. Oral Story

A story where tell by a narrator by modifying of voice and movement.

b. Written Story

A story written based on reader or students feeling. It can help them to remember new vocabulary easily.

c. Stage or Acting story

A story that tell by using actions such as body movement, facial expression and vocalization and it act in a stage arrangement.

11. Kind of Story

There are many kind of story that the teacher can use in storytelling, they are follows:

a. Folktale

Folktale consists of tale, legend, myth and sage.

a) The tale governs of fable and farce

Fable is a tale where human behavior and moral is described or portrayed by animals. Examples of fable are the tale of a mouse and deer and snail and mouse deer, etc.

Farce is a tale that narrates somebody's stupidity such as Joko Bodo, Si Kabayan, Pak Dogot, etc.

b) Legend

Legend is a tale tells about famous incidents that happened in the past time. Often is not clear whether the characters really existed. Legend often bits added to them over the years as they are

told and retold. The original author may not be known because the story has been shaped by many people over time.

c) Myth

Myth is folktale which is often involve supernatural beings, such as Gods and goodness to explain natural phenomena, such as: Nyi Roro Kidul, Dewi Sri, Gehana Bulan, etc.

d) Sage

Sage is a tale that contain of historical elements such as Ken Arok and Ken Dedes, Damar Wulan, Joko Tingkir, etc.

b. Fantasy

Fantasy is an imagination story or it is not happened in a real life.

Example: star trek

c. Realistic story

Realistic story is a story which happens in the real life. It is signed by the human figures appearance with the daily life activity or the moral advice.

d. Science story

The science story is a scientific story that involves the technology and science development. Example: Cosmos

e. Biography

A story that it's contain about somebody's life background. Example: the biography of R.A Kartini.

f. Religious story

The religious story is about religion.

12. The Procedures of Storytelling

In ZanetaUrbancova (2006:102), there are 3 stages in storytelling:

- a. Warm Up
 - a). Warm up the student by activities, for example, singing or chatting.
 - b). Introduce students to the topic by asking them questions. Try to link to children's experience, what they like or dislike to motivate the students. For example, you can ask questions like "Do you like folktale?" or "Do you like cats?"
 - c). Introduce the main characters
 - d). Set a purpose for students, gives them a reason to listen to the story.
- b. Telling the story
 - a). The teacher asks the students to write down the difficult words from the story that will tell by the teacher and find the meaning from the teacher's story.
 - b). The teacher tells a story and visualize it using gesture.
 - b). The teacher uses different voice of characters and an appropriate intonation and stress, different paces, and exaggeration the story that can give the students a deeper impression of the language in the story.
 - b). The teacher pauses the story to give time for students to think and work out what happens at the point of the story.
 - d). Teacher asks the students some questions that provide more repetition of the target vocabulary.

c. Follow-up Activities

- a). The teacher asks the students to rearrange the story that have been told by the teacher use their own word.
- b). Teacher asks the students retell the story from what they have heard from the teacher by using their own words orally.

13. Storytelling and Curriculum

There are three main dimensions in which stories can add to learning in the whole school curriculum(in ZanetaUrbancova):

- a. Stories can be used to reinforce conceptual development in children (for example, color, size, shape, time, cause and effect, and so on).
- b. Stories are means of developing learning. This major category covers:
 - 1) Reinforcing thinking strategies (for example, comparing, classifying, predicting, problem–solving, hypothesizing, planning, and so on).
 - 2) Developing strategies for learning English (for example, guessing the meaning of new words, training the memory, self–testing, and so on).
 - 3) Developing study skills (for example, making, understanding and interpreting charts and graphs, making and learning to use dictionaries, organizing work, and so on).
- c. Carefully selected stories can also be used to develop other subjects in the Curriculum, in particular:
 - 1) *Mathematics*, telling the time, numbers: counting and quantity, measuring
 - 2) *Science*, the life–cycle of insects, animals, outer space, how seeds grow

- 3) *History*, prehistoric animals, understanding chronology / the passing of.
- 4) *Geography and the Environment*, shopping and shops in the local area, neighborhood parks, sports and games, using a map, using the atlas, the weather and climates around the world, cultural studies.
- 5) *Art and Craft*, drawing, making masks, hats, cards, clocks etc., making collages, making puppets.
- 6) *Music and Drama*, singing songs, playing instruments, and role play, miming.

C. Basic Assumption

Storytelling is a technique to teach vocabulary where the students retell a story that they have heard from the teacher orally. Storytelling technique is to develop an oral retelling of a story. The student talks about the story by stating the characters, setting, problem, main episodes and resolution using their own words. Rehearsing a lot for storytelling helps the students to memorize new vocabularies easily because there is repetition in memorizing the story.

D. Hypothesis

Sugiyono (2008:96) says that hypothesis is the theoretical answer to the research problem. Based on the basic assumption above the hypothesis of this study; the impact of the storytelling technique on students' English vocabulary is effective.