

CHAPTER II

THEORETICAL REVIEW

A. Definition of Vocabulary

The reason why vocabulary is taken in this study is that the vocabulary which one learns without doubt contributes to the acquisition of a language. The ability to understand the target language greatly depends on one's knowledge of vocabulary. Words must be regarded as the thought elements. It is the word which implies what one thinks, desire, feels and believes.

There are master who talk about the definition of vocabulary. Hornby (1974:959) states that vocabulary is the total number of words which, with rulers for combining them, make up a language. Webster (1989:159) adds that, vocabulary is a list or collection of the words or phrases of a language, brach of science, or the like usually arrange in alphabetical order and defined. It is any collection or symbols which constitutes a means or system of nonverbal communication.

From the definitiom above, it can be concluded that vocabulary is one of important language elements to learn by the students in order to be able to communicate in spoken and written forms.

1. The Problem of Learning Vocabulary

There are lots of problem of learning vocabulary. Among others are proposed by Resman (2000:14-17) who says that are problems in pronunciation, spelling, memorizing and also in using words in sentence or in oral communication. Those are briefly describe bellow:

a. Pronunciation problem

The following are 3 aspects which cause problem in pronunciation. *First* is similar sound in the words which have different variants. *Second* is sequences of sound in one word. *Third* is classification of sound.

b. Spelling problem

Besides learning pronunciation, learning spelling is important, as well, because it can improve the learner's ability of the language skills especially writing and reading. There are 2 spelling problems. *First* is misunderstanding between speaker and hearer. For example, if the teacher said "their", then the students wrote "there". *Second* is the student do not know the spelling of a word. For example, the junior high school students or the beginner do not know how to spell the words correctly, like "blackboard" tends to spell "blackboard" by pronunciation. It means if the students want to spell a word, he/she tends to write or to spell like he/she pronounced it.

c. Memorizing problems

There are 4 memorizing problems. *First* is the students have low motivation to learn vocabulary. *Second* is the students are reluctant to memorize the new words. *Third* is 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 them. *The last* is some English teachers do not find in use proper teaching techniques which maintain the students' ability of memorizing the words. For this reason, English teacher should know a strategy, which is suitable with the objectives of instruction.

d. Meaning problem

It is reasonable that Indonesian learners are difficult to understand the meaning of English words. Sometimes the meaning of words changes because of its function in sentences, whether it is a noun or a verb. And also a word may have more than one meaning.

2. The Factors Attended in Learning Process

The success of learning process is depends on students characteristics during follow the lesson. According to Soekanto (1997:38), there are some factors attended in learning process, as follow:

a. Students' Ability

Every students has different ability in learning. It must be attended by the teacher. In this case, the teacher has to attend in students first ability. First ability means students ability before following the lesson will be given by the teacher. It describes students readiness in receving the lesson.

b. Motivation

Motivation is individual condition causes someone does certain activity to gain certain purposes. In this case, students positive motivation is very needed in learning process. If the students have positive motivation they will show their interest, having attention, and want to participate in any activities. Students also will work perfectly until finish (Worell & Stilwell in Soekamo, 1997:39)

c. Attention

Attention means students interest to respond the activities which is ocured during the learning activities. If the students have good attention, they will give contribution in the class activities, because they have interest to know more information which is given by the teacher.

d. Memory

Memory is an active system which receives, save and remove the information that dah been accepted (Coon in Soekamto, 1997:51)

Students memory can be improved by the following ways: *first*, show their report of study. It helps the students to know right and wrong side, so they will always remember. *Second*, ask the students to review a part of material learned. *Third*, ask the students to study continually after they can master what they have learned. *The last* is give exercise occasionally.

3. Teaching Vocabulary

A key part of being a language teacher is knowing how to help students learn vocabulary both well and reasonably quickly. The key in all vocabulary teaching is to keep motivation high while encouraging students to develop strategies that they can continue to use once they leave their classroom. The effectiveness of the strategies for individual teachers and learners depends on many factors, and language educators must approach decisions about method and materials system actually, using principle to help us make wise decisions (Hatch and Brown 1995: 422).

B. Type of Story

According to Dudley and Mackay (2:2008) there are many types of stories. The most important consideration when choosing a tale to tell whether you like it enough to tell it with enthusiasm. Stories should communicate to you a need to be told. Some of the difference categories of stories are available to storytellers. *Firstis* fable, it is a short moral story not based on fact, using animals characters. *Second* is folk tale, it is a traditional story, in which ordinary people gain special

insight, transforming them and enabling them to overcome extraordinary obstacles. *Third* is legend, it is story based on the life or real person in which events are depicted larger than life. *Fourth* is myth, it is story about god and heroes, explaining the working of nature and human nature. *Fifth* is parable, it is a fictitious told to point to a moral. *Sixth* is personal story, it is a life story from your own or your family's experience. *Seventh* is religious story, it is an historical and philosophical story based on a particular culture and religious persuasion. *Eighth* is tall tale, it is an exaggerate story, often humorous. *Ninth* is traditional tale, it is a story handed down orally from generation to generation. *The last* is fairytale, it is a story about fairies, magic, etc.

1. Element of Story

As we know, each literature through has two aspects. *First* element is the extrinsic aspect, which influence on the literature thought from outside, they are sociology, ideology, politic, economy, culture etc that take a part in creation. Extrinsic aspect is background and the information source of the literature thought and it cannot overlook because it has a value, meaning and influence. *Second* element is intrinsic aspect. It is inside factor that is taking a part so that enable for composition become a literature thought (saad, 1967:48).

According to Moody (1972:48) the intrinsic elements of a story are setting, characters, narrative, narrative technique, language and theme. Bakker (1979:17) states that a plot, setting, character, action, purpose,

theme, and language are the essentials of the story. Generally, the intrinsic elements of the story are concluded as:

a. Theme

The theme sometimes has a same meaning with the definition of topic. Actually, both of them have different meaning. The word of “topic” comes from Greek “topoi”, it means a place. The topic in the composition means conversation whereas theme is a central idea that will be fighter in the composition or fiction work. Stanton (Baribin, 1985:59), states that “theme” as “that meaning of a story which especially accounts of largest number of its elements in the simplest way”.

Theme is not different from a central idea that become a principle of composition arrangement and aim of it. Hutagalung (1967:77) gives definition that “theme” is a problem that is advantages taking a main place in the story.

b. Plot

Rene Wellek (1996:216) states, “the narrative structure of play, tale, or novel has traditionally been called a plot, and probably the term should be retained. A plot is a coherent event based on causality. The plot is not bringing the event only, but it is more important to explain the event that happened. This coherent event will become a story. Between beginning and the end of the story, the plot will be performed.

Generally, plot of the story consist of four elements. *First* is introduction, it is the situation begins extended as a beginning condition, which is, stretched forward condition. *Second* is complication, it is the condition had moved to climax condition. *Third* is climax, it is condition reached on climax as the climax of the event. *The last* is conclusion, it is climax condition before has showed solution or completion.

c. Character deliniation

The characteristic in the fiction can be seen though two sides, those are the threaten a person or figure who takes a part in the story and two threaten interest association, desire, emotion and moral which creates figure who takes a part in the story (Stanton:1965)

d. Setting

Hatagalung (in Mido, 1994:51) states that setting is description of place and time or situation of the event is happening. A good setting helps other elements like theme and character deliniation. Setting is not the time description and place only. A sad event will touch if is supported the situation as concluded, silent etc.

Murphy (cited in Mido, 1994:51) states that setting is the figure background. There are three elements of setting. *First* is time, the event is always happening in the time (specific or not

specific time) where the reader does not know when the story is happening. It distinguished into; 1) present time; 2) past time; 3) future time; 4) no specific time. *Second* is place, place of the story can be distinguished into three kinds, they are: Familiar place, where the story location had known commoly. Next, non familiar place, where the story location is chosen which his nation reader not knows. The place of the event is in the overseas. The last is imaginary place, where the location where is not know. *Third* is situation, the situation or atmosphere makes the story more a life.

e. **Diction**

Reading the story means meet some of characteristics and involve in a series of the event, its figure is performed by using some words, and it is the wordl of word. So, diction is one of important elements in a story. The diction will be good if it causes a good idea on the reader imagination or tell a story, but is govrens a figurative problem, idiom.

2. The Advantages of Story

Implementing story techniques makes the students be able to develop an awareness of the role characteristics of people assume, language skill not only vocabulary but also grammar, pronunciation, and an understanding of human nature, feeling and sequence.

3. Story and Vocabulary Learning

It is important for students to learn the meaning and pronunciation of the words, and actively expand their knowledge of written and spoken words and how those words are used. When the students read a text, they will find new words. Reading story leads them only try to search the meaning of individual words but also search the meaning of the words in the context to get the definition, antonym or the synonym of the words. This fact will give opportunity to the students to get, to save and to use more new words then just search difficult words in the text. It will be more meaningful and easier for students to remember.

The classes of teaching vocabulary indicated that most planned vocabulary teaching accured during reading activities organized around particular themes. Students learn to pronounce words that they read aloud and interpret passage, and the meaning of unfamiliar words were explained (Michael H. Long, 1989:64)

C. The Implementation of Bilingual Story

1. The teacher gives a story to the students in two versions English and Indonesia.
2. The teacher ask to the students to read the story
3. The teacher and the students discuss the story
4. The teacher ask to the students to correct in Indonesian version and complete the story, because in Indonesian version has some words missing.

D. Basic Assumption

According to the description above, the basic assumption of this study is weather story is effective to learn vocabulary or not.

E. Hypothesis

The hypothesis of this research is that bilingual story is effective for teaching vocabulary.

