

CHAPTER II

LITERATURE REVIEW

This chapter discusses about the literature review that will be used in this study, such as: review of previous research, vocabulary mastery, concept of vocabulary, the importance of vocabulary, characteristics of successful teaching speaking, concept of storytelling, story completion technique, procedure of teaching speaking through story completion, students' perception, intention, assessment type and assessment expectations, conceptions of learning, motivation, habit, quality of the learning environment, discipline and department specific influence, students failure, theoretical assumption, and hypothesis.

2.1. Review of Previous Research

There have been several studies dealing with teaching vocabulary. First, Ariestawati (2011) has done a research about the use of storytelling in teaching vocabulary to young learners. She used storytelling to see the students' achievement of vocabulary, the finding showed that the use of storytelling was effective in improving students' vocabulary mastery.

Second, Rossy (2012) conducted a research about teaching vocabulary to young learners. The result showed that there were significant sequences conducted in teaching vocabulary to young learners, when the teachers could use song and storytelling.

Third, Kurniawan (2014) has done a research about improving the students' vocabulary mastery through storytelling. The finding showed that the use of storytelling was effective in improving students' vocabulary mastery.

Based on the previous studies above, it can be inferred that storytelling was able to improve students' achievement of vocabulary. Therefore, the researcher was interest in using story completion technique to investigate whether there was an improvement of students' vocabulary achievement.

2.2. Vocabulary Mastery

According to Hatch and Brown (1995: 1), the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. Since vocabulary is a list, the only system involved is that alphabetical order. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. It needs the process of learning in context to get the meaning of words as stated by French (1983: 4). Vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the

second language. Hornby (1995: 985) states that vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language. Burns and Broman (1975: 295) define that vocabulary is the stock of words used by a person, class or professional, all having much in common, yet each distinctly different. The primary thing in learning a language is the acquisition of a vocabulary. Therefore, success in learning English requires vocabulary acquisition.

From the definition above, it can be concluded that vocabulary is the total numbers of words, a list or set of words in a particular language that a person knows or uses.

Vocabulary mastery is always being an essential part of English. Lewis and Hill (1990: 12) say that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English. Further, Madsen (1983:12) states that the purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing. It can be said that vocabulary mastery is a complete skill to understand the stock of words and their meanings of a particular language.

According to Beck and McKeown (1991), 5 to 6 year olds have a working vocabulary of 2,500 to 5,000 words. Whether a child is near the bottom or the top of that range depends upon their literacy skills coming into the first grade (Graves, 1986; White, Graves & Slater, 1990). In other words, by the first grade, the vocabulary of the

disadvantaged student is half that of the advantaged student, and over time, that gap widens.

2.3. Concept of Vocabulary

Since language is a means of communication, vocabulary has the important role in learning language. In other words, vocabulary is the basic element of language, which will make the language meaningful. Hornby (1984: 959) states that vocabulary is a total number of words (with rules for combining them) which make up a language.

Wallace (1988: 9) adds that vocabulary is the vital element of the language. If we have the vocabulary we need, it is usually possible to communicate after a fashion. An adequate vocabulary may enable the message to be expressed clearly.

Furthermore, in learning language the learner will try to use English, if he has certain number of vocabularies, even Rivers (1978 : 462) says that it would be impossible to learn a language without vocabulary. It means that without vocabulary the learner can not reach his/her purpose in learning language that aimed to communicate. This statement is supported by Wilkins (1983: 30) who says that without grammar little things can be conveyed, without vocabulary nothing can be conveyed.

Obviously the writer concludes that people can express his/her idea and opinion to other without thinking of grammar, whereas one cannot express his/her idea and opinion to other without having vocabulary. It can also be inferred that one can communicate with the other only if he or she masters adequate vocabulary.

There are some types of vocabulary in English. Fries (1970: 45) classifies English words into a group, they are:

a. Content words

It represents the name of subject or things that is concrete nouns (cat, door, leave), action done by with this thing is verb (read, walk, eat) and the qualities of this thing that is adjective (thin, bad, beautiful).

b. Function words

Function words are the words which are used as a means of expressing relation of grammar structure, such as conjunction (and, but, because), article (a, an, the), auxiliaries (have, has, had).

c. Substitute words

Substitute words are those which the individual things or specific action as substitutes for whole forms classes of words, that identifies (anybody, anyone).

d. Distribute words

Distribute words are those that are distributed in use according to grammatical matter as the presence of negative, such as; any, either, too, yet.

In this research, the researcher focused on content words. And other types of words such as function word and distribute word are also used in some questions.

2.4. The Importance of Vocabulary

Vocabulary is one element of the language that should be learnt and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. McCharty (1990: 8) states that the importance of vocabulary in language learning is as follows: “no matter how successfully sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way.

From the definition above, it can be concluded that vocabulary is important in learning English because vocabulary is one element of language.

In addition, Coady and Huckin (1997: 5) argue that vocabulary is central and critical importance to typical language learner. It makes vocabulary become the basic element to master the four language skills, namely listening, speaking, reading and writing. Without having adequate vocabulary, a language learner will not be able to master the language skills. The meaning shows that vocabulary mastery has important roles in communication. In other word, we need vocabulary to master those four skills in language.

2.5. Teaching Speaking

Teaching speaking is the way for students to express their emotions, communicative needs, interact to other people in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

According to Hornby (1995: 37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teach speaking.

Then in teaching speaking, there are also principles that should be known by the teacher. Nunan (2003: 54-56) says that there are five principles for teaching speaking, they are:

1. Be aware of difference between second language and foreign language in learning context.
2. Give students chance to practice with both fluency and accuracy.
3. Provide opportunities for students to talk by using group work or pair work.

4. Plan speaking task that involves negotiation meaning.
5. Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

So, based on the explanation above, it can be resumed that teaching speaking can make students communicate their idea, feeling, or opinion with some principles.

2.6. Characteristics of Successful Teaching Speaking

After knowing the concept of speaking, teaching speaking can be evaluated. The teacher should know whether the students are successful in speaking English well or not. Brown (2001: 270) says, spoken language is easy to perform, but in some cases it is difficult, in order that they can carry out the successful speaking, they must have some characteristics of successful speaking activity such as:

1). Learners talk a lot

As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.

2). Participant is even

Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.

3). *Motivation is high*

Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

4). *Language is of an acceptable level*

Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

Those are the characteristics of successful speaking which can be a parameter for the teacher to teach speaking.

2.7. Concept of Story Telling

There are many interesting techniques that can be used by the teacher to teach speaking so that the students can enjoy the learning process. One of those interesting techniques that can be used is story telling.

Barzaq (2009: 21) mentions that stories can achieve several functions and purposes as follows:

1. Stories create interest; the writers of journal articles are advised to write their finding into story form due to the stories effects that make suspense by the chain of the events that the writers can create that evoke the learners' interest and suspense to know the other details about the issues.

2. Stories provide a structure for remembering course material, it is not easy to the learners to remember the concepts in isolation, but if the concepts and the difficult definitions existed in the flow of a story, it will be easier for the learners to remember them, additionally, stories may also help to create vivid metal image.
3. Stories are familiar and accessible form of sharing information; the stories may help the learners to ease their learning in mastering and understand the material, and a narrative opening in any scientific task simplifies allows the learners to grasp a concrete example before moving the most difficult points.

Barzaq (2009:5) states that story telling plays an important role in teaching: he specified some benefits of storytelling technique as follows:

- a. It sparks students' imagination and interest in the language skill.
- b. It builds vocabulary, comprehension, story sequencing.
- c. It improves listening and oral communication skill.

Brown (2001) says that the use of storylines, familiar situations and characters and meaningful purposes in using the language will make attention and retention of young learners improve.

By the explanation above, it may help the learners to learn from other experiences and other's wisdom in behaving in such situation.

2.8. Story Completion Technique

Kayi (2006) stated in his journal that story completion is an activity which is very enjoyable in whole class. Story completion is a good choice activity to push students do oral communication. Students are having free activity. Teacher is as the first person that begins the story, but after a few sentences the teacher stops narrating. Then, the students one by one continue the story. The students can tell and explore their idea about the story. They can use their own perception and imagination. The students can add a new character, even or description. So, the students will enjoying to study because they can speak freely by their own words.

The step in doing Story Completion activity:

- **Introduction** : Teacher explains about story completion and tells to students how to do it well
- **Assessment** : Teachers explain to the students to perform freely by their creativity. The teacher focuses to assess the vocabulary mastery of the students.
- **Preparation** : Teacher and students sit in a circle.

Based on theory of the story completion above, the researcher gives the limitation of free speaking as stated above. The students are free to speak but they should complete the idea of the story that has been determined by the researcher for each student in a group. The students are free to tell the story by using their own words and they are free to use their gesture or even expression when conducting story completion.

2.9. Procedure of Teaching Speaking through Story Completion Technique

Based on Kayi (2006), speaking through story completion technique as follows:

1. Teacher starts to tell a story
2. The first speaker from a group students' continue the story after the teacher stops narrating. Students start from the point on that previous one stooped.
3. Students should tell the idea of the story, so, the students will enjoy the speaking.
4. Students should think about part of the story, such as conflict in the story, climax until the resolution.

2.10. Students' Perception

Perception as the awareness of things that you have by means of your senses, especially the sense of sight, refers to the cognitive psychological movement.

Learning is then described as a simple information processing model. The human memory is compared to the processing of information by a computer. A short term working memory sorts out incoming perceptions and relates them to previous knowledge, and the long term memory stores experiences and conceptual knowledge. In this way, information processing conceptual hierarchies are developed. Memory involves logically ordered sets of concepts, stored in terms of increasing generality. This emphasis may apply to everyday objects whose defining features are readily deducted, but abstract concept, or those which have no agreed formal definitions cannot be stored in this way. They are built up from sets of experiences which are only partially shared with others. Learning thus becomes a matter of personal construction of meaning (Entwistle, 1997).

People are trying to make sense of their surrounding world, not just by cognitive logical thinking and reasoning, also by emotional and affective feeling, social sharing and motivational engagement, in which their biological and cultural self, their former experiences and their social environment have an important influence on what is truly meaningful. In this movement of constructivism, perception is more than an observation, much more than the awareness of things by means of the senses (Tynjälä, 1997). It can be said that perception not only thinking in the logical reasoning but also in the emotional, feeling, social and motivation.

Students' perceptions are the beliefs or opinions that students have as a result of realizing or noticing something. Students' perceptions are the result of direct experiences in the educational context. These experiences can be very different from

teachers' experiences or parents' experiences of the educational context. Students in this respect, construct their own world. But not all students experience the same educational context. Thus, students' perceptions can differ between different groups of students. And because of diverse personal characteristics and different individual histories, not every student experiences the same educational context in the same way, so individual differences in students' perceptions can occur.

So, based on the explanation above, it can be resumed that Perceptions as pure observations, and perceptions as beliefs, opinions, interpretations, ideas, preferences, images and conceptions as a result of experience. In short, perceptions as a constructivist act of creating meaning.

According to (Entwistle, 1991) there are some factors that important influence on students' perceptions of learning. There are intention, assessment type-expectation, conceptions of learning, motivation, habit, quality of the learning environment, discipline and department specific influences, and students' failure. So, the researcher would like discuss factors that important influence on students' perceptions of learning.

2.10.1. Intention

The first defining feature of a student's approach to learning is the student's intention for learning. It appears that there is a major distinction between whether learning is seen as requiring the reproduction of information presented, or the transformation of

that information in the process of coming to understand it for oneself (Entwistle & Entwistle, 1991). A deep approach to learning goes together with the intention to understand ideas for oneself, while a surface approach is related to the intention to simply reproduce parts of the content.

Based on the definition above, it can be concluded that students' intention are focus in learning that requiring of information to understand for oneself.

2.10.2. Assessment type and assessment expectations

It is found that different types of assessment seem to encourage deep or surface approaches to learning. Students are very strongly influenced by the form of assessment that they expect. Multiple choice formats, or an emphasis on detailed factual answers, push students towards a surface approach, while open, essay- type questions encourage a deep approach (Entwistle & Entwistle, 1991; Birenbaum, 1997). It can be said that students are expect the form of assessment based on their want.

Kirschner et al. (1993) found in their study that expectations of students with respect to the objectives of what they are about to study unequivocally influence what they encounter, independent of what actually is present. Entwistle and Entwistle (1991) found in their exploratory study that the nature of the questions influences the form of understanding which students are seeking in their studying. They found evidence that traditional degree examinations do not consistently test deep, conceptual

understanding. Only questions which demand some reconstruction of the original lecture material and are judged on the basis of additional material and imaginative reorganization will satisfactorily identify students who have sought, and achieved conceptual understanding.

Based on the definition above, it can be concluded that students are expect about the objective should be relevant of students face to study.

2.10.3. Conceptions of Learning

These differences in perceptions (Marton & Saljo, 1997) within the same treatment, must originate from a variation in something which the participants ‘brought with them’ to the experiments. Their perceptions of the task reflect their past experiences of similar situations, and so mirror differences in their preconceived ideas of what it takes to learn. It can be concluded that concept of learning are taken from the past experience and their preconceived ideas about what their need to learn.

2.10.4. Motivation

The relation between approach to learning and motivation was the topic of Fransson’s study (1977). The analysis of the interviews showed that the main effect on approach to learning came not from the experimental situation, but from the reported experiences of the students- whether they felt interested, threatened or anxious. It

means that student's motivation should be seen by students feeling, whether they feel interesting, threaten or anxious.

2.10.5. Habit

Students also prefer learning environments that enable them to study in the ways they have developed as a habit. From Pask's (1988) work it seems that students will prefer a teaching style which directly supports their own learning style. Similarly, Entwistle and Tait (1990) found that students who reported themselves as adopting surface approaches to learning preferred teaching and assessment procedures which supported that approach, whereas students reporting deep approaches preferred courses which were intellectually challenging and assessment procedures which allowed them to demonstrate their understanding. It can be said that students doing that their usually doing and their study in the ways as their habit.

2.10.6. Quality of the Learning Environment

The results of the study (Trigwell & Prosser, 1991) showed that at the whole class or department level, a perceived heavy workload and less freedom in learning related to a reproducing orientation or a surface approach, and that perceived good teaching, clear goals and more freedom in learning related to a meaning orientation or a deep approach. Trigwell and Prosser (1991) conducted a study on the relationship between learning outcomes, perceptions of the learning environment and approaches to learning. The results suggest that perceived environments which encourage deep

approaches to learning are more likely to facilitate higher quality learning than environments designed to discourage surface approaches. Students who have higher quality learning outcomes have adopted deeper and more relating ideas approaches to learning. It can be concluded that environment is the important aspect that make teaching learning process run well.

2.10.7. Discipline and department specific influences

In previous research on student ratings of teaching, it was found (e.g. Cashin, Noma, & Hanna, 1987) that students rated different academic disciplines differently. It was concluded that multiple causes were probably operating. Biglan (1973a, 1973b) suggested that academic disciplines differed along three dimensions: hard (disciplines that work from an agreed- upon paradigm) versus soft, pure (basic research) versus applied, and nonlife (disciplines that study inanimate objects) versus life. Despite the rhetoric of the past several years recommending the teaching of higher- order skills like critical thinking and problem solving, many disciplines still appear to be focusing more on teaching facts. Whether being taught facts or something higher, however, students report that they make progress in learning whatever the specific discipline emphasizes. One of the reasons different disciplines receive different ratings is that they have different course objectives for which different teaching methods are appropriate. It can be concluded that students discipline are based on the objectives that appropriate of teaching method.

2.10.8. Students Failure

The evidence found for approaches to learning, is not generally applicable to all students. In the light of recent suggestions that failing students perceive their learning context in an atypical way, Entwistle, Meyer, and Tait (1991) reanalyzed data describing students' study orientations in relation to their evaluations of courses and their preferences for different kinds of learning environments. Factor analysis and unfolding analysis demonstrate that failing students show interrelationships between study orientations and preferences for learning environments which point to a disintegration of the coherent patterns previously reported (Entwistle & Tait, 1990) in the full achievement range. Based on the definition above, it can be concluded that students' failure will be found in perceive their learning context in an atypical way.

2.11. Theoretical Assumption

Considering the discussion of the literature review, the researcher assume that story completion technique can improve students' vocabulary mastery. The researcher believes that speaking is one important skills that should be mastered, and vocabulary is one aspect to make speaking become better. Then, story completion technique based on Kayi (2006) is an activity where the students can tell and explore their idea about the story. Therefore, the researcher puts on an assumption that story completion technique can help the students to increase their vocabulary mastery.

2.12. Hypothesis

Based on the theories and theoretical assumption, the researcher formulated the hypotheses as follow:

Ho : There is no a difference of students' vocabulary mastery before and after being taught using story completion technique.

H1 : There is a difference of students' vocabulary mastery before and after being taught using story completion technique.