

II. LITERATURE REVIEW

This chapter presents literature review related to the research problem. Therefore, a number of relevant topics are reviewed here.

2.1. Literature

According to McRae (1991), literature is a literary text as any imaginative material that stimulates a response in the reader, including songs, cartoons, idioms and proverbs.

According to Satwase (2011) on his post in Buzzle.com, the major types of literature across the world are English, Greek, Latin, Roman, African, Indian, American, French, Irish, Spanish, Chinese, Italian, Japanese, Persian, Sanskrit, Nepali, Russian and Canadian literature. Literature is a well-considered form of a language that influences the minds of readers of all ages.

He also identifies kinds of literature into fictional, prose, myth, short story, novel, folk tale, poetry, and nonfiction literature. Nonfiction Literature is opposite to fiction as it is

informative and comprises the interesting facts with analysis and illustrations, e.g. autobiography, essay, diary, newspaper, etc.

In business and publishing, people know about literature product. It is a kind of literature that means to be purchased. This kind of literature is popular, especially in modern pop culture, e.g. Song, Movie, theatre, and novel.

Lawal (2009) states, in his article, that a strong relationship exists between literature and language both as disciplines and social tools is no longer in doubt. the only issue on which there seems to be an absence of consensus is the direction of influence between one and the other. Several scholars have expressed varying shades of conviction on the close relationship between language and literature, and empirical findings also abound on same.

Moody (1971) posits that literature consists of specialized forms, selections and collections of language, and as such the study of literature is fundamentally a study of language, for literature has as its target the society, and as its raw material, language either spoken or written. In the same vein, Wellek and Warren (1973) stress that language is the raw material of literature as stone or bronze is of sculpture, paints of picture, and sounds of music.

Similarly, Awonuga (1984) views literature as an instance of language in use. In addition, Ikegulu (1989) observed that literature provides an additional way in which the learner of English as a second language (ESL) is exposed to the elasticity of the language, and thus, in line with Obanya's (1979) contention, a means of reinforcing language skills.

Empirical findings, for Instance by Ajayi (1991) and Adeniyi (1991) in two independent studies, have also lent credence to the high positive relationship between academic performance in English language and literature in ESL irrespective of the sex of pupils and their background (rural or urban).

However, in spite of the overwhelming theoretical and empirical support for a strong relationship, the direction and relative magnitude of the relationship between one and the other is yet-.a matter of personal contention. For Instance, while Afolayan (1972) had written on the relevance of language study for the teaching and learning of English literature especially in Nigeria, Gbenedio (1975) wrote a few years later on how to improve learners' command of English through literature. The implication is that the former perceived a direction of influence from language to literature while the latter's view is on the opposite direction.

Perhaps one can safely infer, as rightly done by Wellek and Warren (1973), that the relationship between language and literature should not be viewed as unidirectional, but dialectical or reciprocal due to the considerable overlap between the two. The decision on which one would be used to teach the other must be informed by such crucial considerations as the goal of language learning, the general achievement level of the target learners in the language since, as aptly noted by Harold (1968), before one can learn the literature of a language, the person must first be acquainted with the language Itself.

Lado (1964) stressed that successful language teaching entails that learners understand the cultural content of the target language, especially if the language is taught for its educational values as in the ESL situation.

Literature also facilitates vocabulary building by Learners, since the vocabulary used in written English, especially in literature, is by far larger than the spoken one. Literary materials stimulate the learning of words and expressions and mechanics of grammar in meaningful, realistic and memorable contexts. In addition, the teaching of poetry especially can enhance the learning of phonemes, rhythm and intonation patterns in English.

Literature is definitely useful in the development of the four language arts of listening, speaking, reading and writing. Through exposure to fine literature, students are trained to develop a long-lasting appetite for reading which is a vital tool for learning other language skills, including writing.

2.2. Vocabulary

Learning a language cannot be separated from learning its vocabulary because it is an important component of the language. According to Collins (1989) the vocabulary of a language is the total number of words in it.

Vocabulary is more than just a single word. In vocabulary studies, Barcroft, Sunderman, and Schmitt (2011) draw on an understanding of *lexis*, the Greek for *Word*, which in English “refers to all the words in a language, the entire vocabulary in English. So it

will probably not surprise us to learn that vocabulary also includes *lexical chunks*, phrases of two or more words, such as *good morning* and *nice to meet you*, which suggested children and adults learn as single lexical units. Phrases like these involve more than one word but have a clear, formulaic usage and make up a significant portion of spoken or written English language usage.

Vocabulary is Important in learning English because without sufficient vocabulary people cannot understand others or express their own ideas. Wilkins (1972) wrote that “. . . while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed”. In different languages; even without grammar, with some useful words and expressions, we can often manage to communicate. Lewis (1993) went further to argue, “lexis is the core or heart of language”. Particularly as students develop greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies.

It is possibly well known that every person has various vocabulary capacities. That makes every people has different way to express their message.

2.3. Literature and Vocabulary

Manzo, Manzo, and Thomas (2006) reported that the influx of reality television, rap music, and other pop-cultural factors make those using intellectual language appear conceited.

In addition to increases in achievement, researchers also found that students' attitudes regarding their vocabulary acquisition improved from the context-clue instruction. Dixon-Krauss (2002) discovered that in the beginning of her study, students are reluctant to use the words from the context of literature into their own writing, but by the end of the study, they commented that they felt successful in using the words correctly. When the students' teacher began another study with a different novel, the students are given the choice of writing personal essays about the reading assignments or writing summaries using at least 15 of the 20 vocabulary words. Eighty percent of the students chose to write the summaries, which, according to Dixon-Krauss, was the more difficult assignment. Francis and Simpson (2003) conducted an informal, verbal survey and are told that students did not hear their teachers use vocabulary words in class discussions, so the researchers began communicating with them using the specific words they are learning, and the students soon followed their lead. In their research study, Terrill, et al. (2004) had students voice objection to the word-list method of vocabulary and asked to use the keyword and picture approach in the future.

From information above the researcher assumes that literature have good effect for student to learn vocabulary. Moreover, it works in both direct and indirect way or in another word literature product affects person's vocabulary when it's used as study material or media; and it affects person's vocabulary when it's just used as entertainer.

2.3.1. Song and Vocabulary

Taken from Suzanne (1993) in her article, in recent years, second language researchers have concerned themselves with the acquisition of vocabulary and have distinguished

between vocabulary that is acquired incidentally and vocabulary that is acquired intentionally. During the preschool years, children rely exclusively on the oral language they listen to in order to acquire their first language. This acquisition of language takes place before children can read and without explicit instruction of any kind. Furthermore, even after children begin to attend school, they continue to acquire vocabulary that has not been learned formally. Of the 3,000 words the average child acquires each year, only a portion is learned as a result of the instruction received in school. Thus, the remainder of these words must be learned incidentally from a variety of sources (Nagy and Herman, 1987).

Many researchers like Cohen (1968) and Elley (1989), say that there is substantial evidence that vocabulary may be acquired incidentally by reading or listening to oral stories. This incidental acquisition of vocabulary is explained by Krashen (1989) within the context and framework of his "Input Hypothesis." According to this hypothesis, new and unfamiliar vocabulary is acquired when its significance is made clear to the learner. Meaning is conveyed by providing extralinguistic support such as illustrations, actions, photos, and realia. This, in turn, results in what Krashen refers to as "comprehensible input" since the linguistic input is made comprehensible to the second language learner. Krashen further states that the amount of comprehensible input is proportionate to the amount of vocabulary acquired. Thus, vocabulary is incidentally acquired through stories because familiar vocabulary and syntax contained in the stories provide meaning to less familiar vocabulary.

Apart from oral stories, there may be other means of bringing about the incidental acquisition of vocabulary. Songs share all of the same elements of an oral story, except that the vehicle through which the song is conveyed is musical rather than spoken. Furthermore, if the oral story and song are identical, with the exception of the vehicle, then it follows that acquisition of the song's vocabulary may be enhanced by simultaneously providing extralinguistic support (e.g., pictures, actions).

While teachers commonly use songs in the classroom to promote second language acquisition, empirical support for this practice is lacking. Nonetheless, the literature abounds with statements regarding the positive effects of music on first and second language acquisition (Jalongo and Bromley, 1984; McCarthy, 1985; Martin, 1983; Mitchell, 1983; Jolly, 1975). There is evidence that music benefits word memorization. When various types of verbal information (e.g., multiplication tables, spelling lists) have been presented simultaneously with music, memorization has been enhanced (Gfeller, 1983; Schuster and Mouzon, 1982). The literature also indicates that a rhythmic presentation benefits memorization, especially when the verbal information is meaningful (Glazner, 1976; Shepard and Ascher, 1973; Weener, 1971). Music has also proven beneficial when the objective has been to retain the meaning of the verbal information (Isem, 1958; Botarri and Evans, 1982).

2.3.2. Movie and Vocabulary

Some people can learn more quickly from reading in their target language, others from hearing it. Probably the best technique includes learning from both reading, speaking and hearing, since you use different parts of the brain for different activities. It's quite

common for students who have reached an advanced level of study in foreign languages to have difficulties in carrying out a simple conversation.

Especially beginning language learners, people will likely not understand much of the language when watching a movie. Native speakers talk rapidly, use slang, and often speak in accents or local dialects. Nonetheless, watching a foreign language film is a fantastic way to attune your ear to the sounds of the language. You'll probably notice that by the end of the film, you're able to understand bits and pieces of what you hear.

An Important factor with modern foreign movies is the cultural insights people will have into another country and way of life. Especially for people planning on visiting or working in another country and culture, they will be able to see the way people behave in different situations, and will be able to bridge the distance that separates us from the other culture (Watkins, 2010).

Perhaps the solution is to watch the same film repeatedly till people can do without the subtitles and quote chunks of dialogue by heart (Billson, 2013).

Using captions and/or subtitles to facilitate the comprehension of video materials is taken for granted by many teachers and researchers. Moreover, many educators believe that television programs with captions seem to provide a rich context for foreign language acquisition. It is also argued that viewers are, generally, quite motivated to understand what is shown and said on television when the captions are provided (Danan, 2004).

Many educators recommend their students to watch TV and movies with captions in the belief that being exposed to the target language in this way will increase the language proficiency level of their students.

However, the number of the studies that specifically examined the functions of captioned movies in second/foreign language learning is few compared to the popularity of the assumption regarding the effectiveness of the captioned movies in language development. To fill in the gap in literature, this study investigated the effects of closed-captioning on incidental vocabulary acquisition.

Most of the previous research concerning the use of captions and subtitles while watching videos supported the value of using captions for facilitating language skills. Earlier studies on this topic usually focused on the effects of captions and subtitles on the development of listening (Garza, 1991; Huang and Eskey, 2000; Markham, 1999; Markham and Peter, 2003) and reading comprehension (Garza, 1991; Goldman and Goldman, 1988; Koskinen, Wilson and Jensema, 1985). Vocabulary acquisition is one of the central components of developing successful communication and literacy skills, and has been seen as an integral part of language by both researchers and teachers. Many researchers working on vocabulary acquisition claim that acquiring a word requires numerous encounters with the word in different forms (Horst, Cobb, and Meara, 1998; Nation, 1990; Schmidt, 2001).

It is also argued that “combining text with visuals is more effective in facilitating vocabulary learning than providing only definitions of words” (Akbulut, 2007, p. 5). This assumption is in line with the current conceptualization of teaching vocabulary.

Teaching vocabulary implicitly and creating instances for the incidental acquisition of vocabulary has been highlighted in recent reviews of vocabulary teaching (Hunt and Beglar, 1998; Nagy, 1997) following the argument that “first-language learners pick up most vocabulary from the context” (Lee, 2004). Based on the ideas of Krashen (1983), especially the distinction between acquisition and learning he proposed, many teachers try to assist the implicit and incidental acquisition of vocabulary instead of explicitly teaching them. Similarly, as Duquette and Painchaud (1996) argued, “current pedagogical trends emphasize incidental or indirect learning by resorting to contextual cues” (p. 143).

2.3.3. Prose and Vocabulary

Information below is taken from an article which named “literature and language learning” written by Arjen de Korte (2012). It is written about some cases that she wrote in the article about novel:

In her first cases she wrote, one of university student fourth year wanted to get her class to read. She took ‘Hound of the Baskervilles’ as a starting point. She made all kinds of assignments which the pupils of the lower secondary school had to do as part of a quest to find out who was the murderer of Sir Charles Baskerville. She used book fragments, parts of the film to whet the students’ appetite, she made role plays in which the students had to impersonate Holmes and some of the other main characters, she gave them slips of paper with clues which the students had to solve by logic reasoning and detective work, after which they had to read a few chapters to see if their assumption was correct, and so on.....The whole novel was treated like an information gap exercise. Wonderful to see the pupils eager to read.

In her second case, a group of American adults had to read the novel *The Clockwork Orange* in which the main characters use an invented language called ‘Nadsat’. There are more than 240 nadsat words in the book, most of which are repeated 10 to 15 times. The adults taking part in the experiment had to read the book and come back to school after some time for a

comprehension test and a discussion on the contents of the book. Instead, when they arrived at school they found a multiple choice test on the nadsat vocabulary of the novel. Philip Prowse writes about this: ‘The results are stunning, with scores between 50 and 96 per cent, and an average of 76 per cent. Just by reading, these adults had learnt the new words from context without any effort’.

From the cases above we can see the connection reading novel and language learning. Reading is the main factor; novel just one of many kind texts. Beside novel, there are many studies use prose items to teach vocabulary mastery. The studies show a strong link between extensive reading and language learning. This is, of course, something that teachers have known for a long time. It is something not to ignore in language learning and language learning. It made Christine Nuttal, in Arjen’s article, summarize those finding by saying: ‘The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it’.

2.4. Vocabulary Achievements

In this research, the vocabulary achievements which the researcher mentions are generally used in text analyzing for translation. The achievements are word count, lexical density, and readability. These achievements are common things around translator.

Word Count

It is total number of word that writer produce in a text. Word count is commonly used by translators to determine the price for the translation job. It may also be used to calculate measures of readability and to measure typing and reading speeds.

There is various operational definition of how to count the words in a text. Today, there is a rule that certain of words doesn't count; usually articles, conjunction, preposition, and also hyphenated permanent compounds such as "follow-up" or "long-term" are counted as one word.

Lexical Density

In computational linguistics, lexical density constitutes the estimated measure of content per functional (grammatical) and lexical units (lexemes) in total. It is used in discourse analysis as a descriptive parameter which varies with register and genre.

Apparently, in lexical complexity, there are lexical density and lexical diversity. Lexical diversity is the ratio of total number of words to the number of different word.

Many of analyzing text online software used term of "lexical diversity" to define "lexical density"; lexical density is defined as the ratio between the word count and different word. In this research, the researcher used the term of text analyzing for translation business.

Readability

Readability is the ease with which a written text can be understood by a reader. It is distinguished from legibility which is a measure of how easily individual letters or characters can be distinguished from each other. Readability can determine the ease in which computer program code can be read by humans, such as through embedded documentation.

The terms of the vocabulary achievements mentioned above are strictly leading to translation analyzing text.

2.5. Active and Passive Vocabulary Skills

We will meet active and passive vocabulary. To understand the distinction of active and passive vocabulary is particularly important in the early stages of learning language, before we can start to acquire vocabulary and improve naturally (Grigg, 2012).

Cited from Hugh Grigg's (2012) article, active vocabulary is vocabulary that we can recall and use at will when the situation requires it. We are choosing to use the word and actively retrieving it from memory. Then, the one when you hear it used you to recall its meaning; or you are being made to recall it, is called passive vocabulary.

For a clear distinction, here is an example from Grigg: one of his teachers had a great analogy for this. He showed him a £5 and asked him what it was. Gigg recognized it. Then he asked him to describe a £10 note in detail. In his class that time, very few of the students could come up with much. They know it had the dear old Queen on it, and a couple of people remembered that Charles Darwin is on the back. But beyond that, they came up with nothing, despite seeing £10 notes regularly. This is the difference between active and passive knowledge; as well as both vocabularies (active and passive).

Still in the same page, simply being aware of active and passive distinction can make a huge difference in learning. If we are not aware that passive and active vocabulary are

very different things, there's a risk that we will become one of the many people who can read and listen to a language very well, but can speak or write very little of it.

2.6. Theoretical Assumption

Considering the concept came from the theories, the researcher assumed connection between literature and language. It is not a new thing since literature is language in concrete form. In this modern day, literature products like song, novel, and movie are the most common and popular products. Somehow these product effecting people language skills in their use excluding and including classroom study. Literature also has its part in increasing people vocabulary receivment, understanding the meaning and the use of the words and proficiency in producing words.

2.7. Hypotheses

The researcher formulated for this research as follows:

- H1. There is significant effect of literature product preference on students' vocabulary achievement in writing.
- H2. Student with different literature product preference has different vocabulary achievement in term of word production.
- H3. Student with different literature product preference has different vocabulary achievement in term of Lexical density.

H4. Student with different literature product preference has different vocabulary achievement in term of Readability.

Some relevant topic related to the research problem had been presented in this chapter. From the topics above it could be seen that literature had connection with English learning. In this research, the researcher wanted to find to what extent literature product in writing vocabulary.