

## CHAPTER II

### REVIEW OF RELATED LITERATURE AND HYPOTHESIS

#### 2.1 Previous Studies

In this part, the researcher reviews show, and explains much research that has been written by other researchers. The first previous study is written by Ken Dite Asmarani (2015), who researched with the final goal of this research paper is to investigate students' vocabulary learning multimedia. The research using Research and Development (RnD). From the result of this study in the quantitative data, the mean scores in the content and media appropriateness of the interactive multimedia were all in the range of  $>4.2 - 5$ . According to Sudijono (2003), the mean score in the range of  $> 4.20 - 5$  was categorized as very good. It means that the research is a very good result.

The second previous study is from Christian Ludwig (2018), researched with the aim of this research is to investigate the impact of a mobile vocabulary learning app performance and also giving some indications to students' development of foreign language learner. This study used quasi-experimental. The results of the study showed unexpectedly limited use of the app. They allow assumptions to be made about the reasons which prevented students from using the app more frequently which can influence future researchers' and practitioners' app choices.

The third previous study is written by Imas Febriyansyah (2015), researched with the aim of this research is to improve vocabulary mastery

through media play. The researcher used action research. The data of the research were in the form of qualitative and quantitative data. The result of this research showed that the vocabulary mastery of most students improved after Bingo Game was used in the teaching and learning process. It was indicated by the increase of the mean of students' vocabulary scores in the pre-test and post-test (64,3 to 89,1).

The next previous study was written by Zaqiyah Lailatul Fariyah and Etiks Rachmawati (2020), this research aimed to investigate the use of digital media to improve students' vocabulary mastery. This research used qualitative and quantitative data. Experimental research was used in this research. The result after using the hangman game showed that to observe was 10.992 and t-critical at  $df = 19$  on level 0.05 with a two-tailed test was 2.093, which means that t-critical was less than t-observ and alternative hypotheses were accepted. Almost all of the students gave good responses in the implementation of the game.

The last previous study is written by Chalifatun Nurizmawati, Rahayu Apriliaswati, Zainal Arifin (2014), research with the aim of this research is to improve the student's ability in comprehending language features using animation vidio. The writer has conducted classroom action research (CAR). The result is on the first cycle, the student's mean score was 52.12. In the second cycle, students' mean score was 75.78. In the third cycle, the students' mean score was 76.69.

Based on that description above, it is mean that teaching used media on a smartphone makes it easier for students to improve their vocabulary mastery. On the other side used media on a smartphone can help students learning by themself with instruction from a teacher or their initiative. Then, the researcher will use little stories media to applied toward students' vocabulary mastery. The object of this research will be the students in the eighth grade of MTs N 1 Jepara.

## **2.2 Theoretical Background**

### **2.2.1 Concept of Little Stories Media**

Media is an intermediary or messenger from the sender to the recipient of the message (Sadiman, 2003: 6). If the media carries messages or information that are instructional or contain teaching purposes, the media is called learning media. Media is one of the most needed things in the learning process. Media in this research is something that can be interest students to study English. In teaching language, the teacher should find out some media, methods, or techniques to make the teaching junior high school students enjoy the learning process. Little stories is an electronic application that is designed using pictures, stories, and record voices to help students understand the text.

Keengwe & Bhargave (2014: 737), stated that smartphones have great potential to transform education as long as this technology is designed and implemented in a relevant way in the context of social and cultural learning. It means that through smartphones, people can convey their information or education by a different design. On smartphones, there are

many applications can people choose to learn English. People have to select the appropriate application as media to learn English.

Android-based mobile learning apps are applications that can be used, even if users move easily from one place to another without interruption of communication. This application can be accessed via a smartphone with an android operating system and can be installed using the google play store. Different from android, a smartphone with an iOS operating system can only be installed via Appstore. One of the media that can be used in this study is little stories. Mastering vocabulary is not easy remembering the vocabulary size, limited learning time, and lack of motivation. It is why little stories are a way for to students improving their vocabulary.

The little stories present a bedtime story. The advantages of these little stories are:

1. These stories have a positive impact on the development learn English.
2. Give lessons contained in the stories of the application.
3. The storybooks of this app are very interesting as they narrate about animals, insects.
4. Several stories can get for free.

The disadvantages of these little stories are:

1. Students stuck with the application
2. Not all stories get for free.

This app provides media learning assorted picture animation, voice record, reading the story. Related to descriptive text, students have to express and developing their idea to describe something which is can give information. So, the little stories can be able to use as media in teaching English or study individually for students. The short story in little stories as media combine with descriptive text as material, it included blended learning.

Blended learning or the integration of face-to-face and online instruction (Graham 2013). Widely adopted across higher education with some scholars referring to it as the new traditional model (Ross and Gage 2006, p. 167). The new normal in course delivery (Norberg et al. 2011, p. 207). In conclusion, blended learning is the combination of learning the traditional model with the new normal model learning by using technology.

### **2.2.2 Concept of Vocabulary**

#### **1. Definition of Vocabulary Mastery**

According to Hatch and Brown (1995, p. 1), vocabulary is the list for a particular language or a list of the set of words individual speakers of a language might use. Vocabulary as a component could be an instrument to increase all the skills of English. According to Neuman & Dwyer (2009, p. 385), a word we have to know to communicate effectively; word in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Zimmerman (1997) in Coady and Hucki (1997:5) states that vocabulary is central to language and of critical importance to the typical

language learner. So, students should have to know a lot of vocabulary, without vocabulary students could not improve their ability to communicate with foreign people or speaking fluently.

According to Horn ( 1998: 1447) in Kasim (2011), defined that vocabulary was ;

- 1) All the words that a person knew or used.
- 2) All the words in a particular language.
- 3) The words that people were using when they spoke.
- 4) A list of words with meaning especially in a book for learning a foreign language.

Similarly, Hornby (1986: 478) in Siregar (2013) stated that vocabulary was a collection of the word that could be used by a person in the profession to express his or her mind. It means that vocabulary was the totals number of words that someone owns in expressing a language in communication. The person who gets a lot of vocabulary could be speaking fluently. They have more opportunities to get relations with foreign people.

Whereas Oxford Learner's Pocket Dictionary defined that vocabulary were all the words that a person knew or used. Good (1973: 143) in Kasim (2011) defined vocabulary as the words that have meaning when heard or seen by an individual himself to communicate with others. Read (2006:16) in Siregar (2013) said that vocabulary was not just a set of individual language learners in the form of vocabulary and the ability to

access knowledge for communicative. It shows that vocabulary can convey the idea or the knowledge for people who used it as their foreign language.

By looking over those definitions. The researcher concluded that vocabulary was important unity of letters then became words then arrange into sentences to use by person or group to communicate. It needed to communicate ideas and express the speakers' meaning. So, people have to master the vocabulary to make it easier when speaking.

## **2. Kinds of Vocabulary**

Vocabulary is divided into two kinds: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown (1995), indicates two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. Those are :

### **a. Receptive Vocabulary**

Receptive vocabulary is words that learners understand when they are used in context or another person's language, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in the reading text but do not use it in speaking and writing (Stuart Webb,

2009). It means that receptive is for only understanding without responding. It can not use in speaking, writing.

#### b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005). It means that productive vocabulary is for understanding and responding, also can using in writing.

### 3. The Importance of Vocabulary

Vocabulary was basic to learn English. Because it is why vocabulary was very important to teach for students. John Dewey (1910) in Bintz (2011) stated that vocabulary was important critically because a word was an instrument for thought about the meanings which would express. So, vocabulary is important to arrange words to become sentences to show the idea or someone meaning.

### 4. Vocabulary Mastery

Vocabulary is crucial to be mastered by the learner to understand the language. Hatch and Brown (1995, p. 370), vocabulary mastery is needed to express our ideas and to be able to understand other people's saying. Hornby (1995) defined mastery as complete knowledge or complete

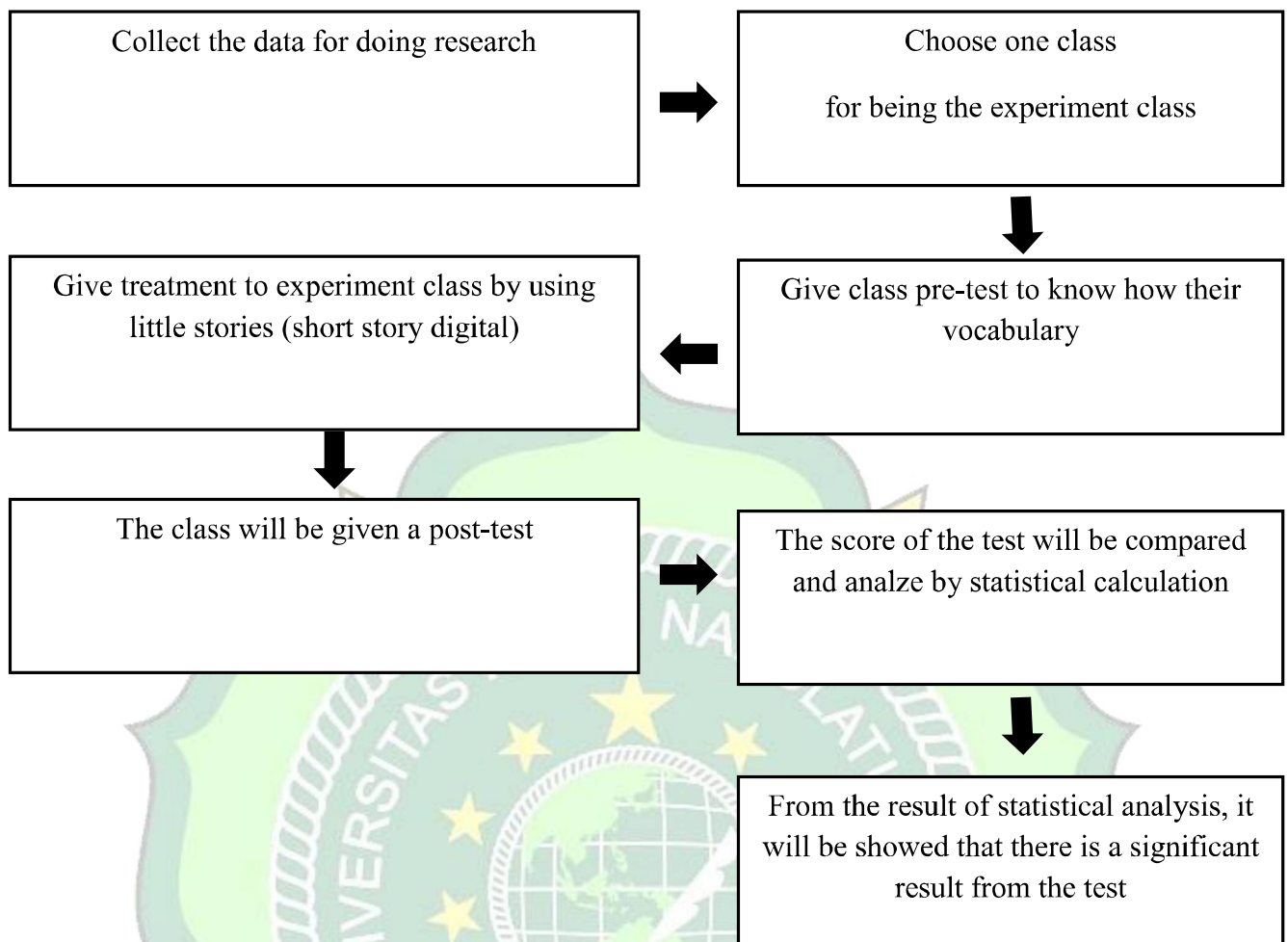


skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words (Hatch and Brown, 1995). Vocabulary mastery refers to the great skill in processing words of a language. For that reason, the biggest responsibility in increasing the knowledge is in the individual himself.

The success in widening the vocabulary mastery requires their motivation and interest in the words of a language. From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language. Which is acquired based on their own interests needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.

## **2.2 Framework of the Present Study**

Based on the discussion is presented in the previous section. It can be seen that the condition of the student's ability in the junior high school. For illustration, the researcher collects data first. Then, select one class for being experimental. After that give a pre-test to know their ability. Next, give treatment with little stories. Then, give a post-test. After that, give scoring and analysis. So, the last way we can compare the effectiveness of little stories. Here the researcher would like to show the scheme of the conceptual framework below :



#### 2.4 Hypothesis

Based on the research problem above, the hypothesis of the study can be mastered Alternative and Null Hypothesis. The hypothesis is as follows:

- 1) Alternative hypothesis ( $H_a$ ): there is a significant difference between students' vocabulary mastery by little stories and those who are not vocabulary mastery by little stories.
- 2) Null hypothesis ( $H_0$ ): there is no significant difference between students' vocabulary mastery of little stories and those who are not vocabulary mastery of little stories.

The Alternative Hypothesis ( $H_a$ ) and the Null Hypothesis ( $H_0$ ) which is

described to the following statistical hypothesis:

- a. If  $t_{test}(t_0) > t_{table}(t_r)$ , the alternative hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_0$ ) is rejected.
- b. If  $t_{test}(t_0) < t_{table}(t_r)$ , the alternative hypothesis ( $H_a$ ) is rejected and the Null Hypothesis ( $H_0$ ) is accepted

