

Chapter Two

Literature Review

This chapter discusses about the theories related to the topic. First the researcher presents novel in terms of definition. Followed by the definition of vocabulary. Third discussion is vocabulary mastery. Fourth discussion is vocabulary learning strategies in English language classroom. It is followed by benefits of English novel in English as a foreign language classroom, review of related study and conceptual framework.

The Definition of Novel

There are some definitions of novel. According to Sumardjo (1998) novel is a story with the prose form in long shape; the long shape means the story including the complex plot, characters and setting. Additionally, Rafiq (2016) stated that Novel is a long prose that describes intimate human expression. Novel is a long story or prose that describes human expression. In novel include complex plot, many characters and various setting.

Novel is fictitious narrative in prose that not too unorganized (Tillyard, 2002). Narrative text such novel is something that presents a story of human feeling. Usually novel is created in fiction story that tells about someone's life. In novel there are some chapters. Every chapter tells the story from the beginning or the other way. Novel is not too unorganized because there is a novel that has a complex plot and complex characters.

The novel is a work of fiction that reveals aspects of deeper humanity and served in a smooth story (Nurgiyantoro, 2005). The fiction story in the novel reveals the feeling of human. In connection with this, according to Nurgiyantoro (2005) “the English novels provide knowledge to the readers of the tradition, culture, customs, war events or events in other aspects of life in countries or areas used by the author of the story setting” (p. 25).

Novel is not only about the story that describes a human feelings but also provide some aspects related to human life such as tradition, culture, customs and event in country. From novel people can learn a lot of things and can take a lesson about everything that happens around them.

The Definition of Vocabulary

Before knowing the importance of vocabulary, everyone should know the definition of vocabulary itself. Vocabulary is one of important elements that students should learn in English language classroom. Burns and Broman (1975) “define that vocabulary is the stock of words used by people and class or professional, yet each clearly different” (p.8). It means that vocabulary is words that are used by persons to express their feeling.

Hornby (1995) as cited Alqahtani (2015) stated that “vocabulary is the total number of words for making up the language” (p.24). The basic thing in learning language is acquisition of vocabulary. Zimmerman in Coady and Huckin (1997) states that “vocabulary is central to language and critical important for language learner” (p.11).

The importance of mastering vocabulary in learning is also stated by Nunan. Nunan (1998) stated that, “vocabulary mastery is important in the second language acquisition” (p. 118). From the explanations above, it can be concluded that vocabulary is words used by people for making up the language.

Wilkins (1972) wrote that “without grammar very little can be conveyed; without vocabulary nothing can be conveyed” (pp. 111–112). Mc Charty (1990: Viii) states that “even though someone has mastered sounds of L2, without words to express, communication cannot happen in a good way”. It means that vocabulary is the central thing in learning language. From the vocabulary, people can improve their ability in learning language. Besides that people can improve their skills in reading, writing, speaking, and listening through vocabulary.

Shepherd (1980) classifies vocabulary into two kinds: receptive and expressive vocabulary. Further, a receptive vocabulary is as the words known when the learner listens and reads. Expressive vocabulary (productive vocabulary) is the words which the learners understand, can pronounce correctly, and they use constructively in speaking and writing. In conclusion the students got the vocabulary from novel in two steps. The first step is the students only read and listen the vocabulary from other sources and the second is the students understand the vocabulary and the students can apply it.

Vocabulary mastery

Longman said that vocabulary is a list of words, in alphabetically arranged and with explanations (Longman, 1989). According to Merriam (1966) (cari yang terbaru) that vocabulary is a list or collecting of words and phrases usually

alphabetically order and explained. It concludes that vocabulary is a list of word usually in alphabetically with explanation of their meaning.

People use vocabulary in their activities. Vocabulary is word that usually used by people to make up a language and it is also as the element of language which is used in speaking, listening, reading and writing. Therefore, if people want to master a language, they must master vocabulary too.

Merriam (1966) also stated same meaning that “mastery is the skill or knowledge in a subject that makes one a master in it” (p. 20). According to Thorndike (1997) mastery is a great skill or knowledge. Mastery is great skill or knowledge in a particular subject or activity. So, mastery is a level of performance shows that students have demonstrated the knowledge and skill in particular subject or activity.

Based on definitions about, it can be concluded that vocabulary mastery is a great skill or knowledge of word and meaning showing the level of performance of student in particular activities in both oral or print language.

Vocabulary Learning Strategies in English Language Classroom

In learning language, there are some aspects that students should learn. In learning English students should learn many things, such as vocabulary, pronunciation, grammar, and so on. The first thing that students should learn is vocabulary. There are many strategies that students can do in learning vocabulary, such as listening to music, watching movie, reading a books/novel and so on. Reading a book/ novel is one of the useful strategies to learn vocabulary.

According to Hişmanoğlu (2005) novel is a very effective way for developing vocabulary mastery and improve reading comprehension skills. Learning vocabulary through reading a novel is the one of the best way. Improving vocabulary in English language classroom also will help us in improving our reading skill. Nayan and Krishnasamy (2015) stated that to acquire a lot of vocabulary, learners can do communication, listening to music and reading a book. From that, it means that reading a book such as novel is one thing that students can do to learn vocabulary. It concludes that reading a novel will help students to improve their vocabulary in English language classroom. Beside that, reading a novel will also help students in understanding their reading because they can get a lot of vocabulary.

Bomengan (2010) stated that “learner should study hard to build vocabulary” (p. 45). It is an essential part of learning to read, whether one is reading in one’s native language or in a second language. It means that one of strategies that students can do to improve vocabulary is reading. It can be reading book, novel, journal and so on. In English language classroom students usually read a course book or a novel to help them in improving vocabulary. Even though they do not like reading but from reading they will find new vocabulary that can help them in learning English language.

It concludes that to improve vocabulary takes time and effort. It is not easy to improve vocabulary in short time. Reading is a part of learning vocabulary. In

doing reading people should know the meaning of the words or the sentences, so they will look for the meaning of the words and it will improve their vocabulary.

According to Farstrup and Samuels (2008) and O'Conner (2007) as cited in Weiser (2013) improving vocabulary can be done by clear vocabulary instruction, repeated reading new words, opportunities to use words in activities such as discussion and writing, and strategies to help determine word meanings independently. It refers that improving vocabulary can be done in a lot of ways.

Kamil (2008); Loftus and Coyne, (2013) as cited in Kinsella, Stump, Feldman stated that strategies to build vocabulary such as integration is connecting new vocabulary to background knowledge; repetition is using the word/concept many times; meaningful use is multiple opportunities to use new words in reading, writing and discussion. It means that integration, repetition, and meaningful use are several ways to improve vocabulary.

According to Kinsella, Stump, Feldman (2013) the strategies used by students such as looking up the word in the dictionary, using the words in the sentence, using word in a context and memorize definition are something that learners can do in learning vocabulary. Brown and Payne as cited in Hatch and Brown (1995) mentioned five essential steps in vocabulary learning; having sources for encountering new words, getting a clear image, either visual or auditory or both, for the forms of new words, learning the meaning of the words, making a strong memory connection between the forms and meanings of the words; and using the words.

Schmitt and McCharty (1997) divided the taxonomy of vocabulary learning strategies into four groups: The first is discovery strategies. In this stage the students must discovering the meaning by guessing from structural knowledge of language. The second is social strategies. In this stage the students will discover the meaning of words by asking other people or asking someone who knows. The third is memory strategies. Memory strategies is involve relating the word to be retained with some previously learners' knowledge, using some of imagery or grouping. The last is cognitive strategies. Cognitive strategies are similar as memory strategies but are not focused specially on manipulative mental processing; they include sorting, classifying, comparing, predicating, repeating and using mechanical means to study vocabulary.

Benefits of English Novel in English as A Foreign Language Classroom.

Doing something in human life sometimes can give benefits and the advantages. Everyone has the same goal in doing something that is to get the benefits. It is like what students do in the classroom. Students do a lot of things in classroom, such as reading, writing, speaking, and listening. Reading can be reading a course book, novel, journal and so on.

The benefits of reading an English novel are that reading English novel help to understand the language, reading novel can improve our vocabulary in English; and using a novel makes the students' reading lesson motivated, interested and entertained. Novels also helps them master the skills that will

enable them to acquire information, process knowledge, identify problems, arrive at meaningful context, and model of writing.

According to Dina (2015) reading an English novel helps students understand the language. Beside that, from the novel it can improve the vocabulary in English because in the novel there are a lot of vocabulary. Pringganti (2003) said reading a novel can improve learners' vocabulary in English. During reading people take a note to write down vocabulary that they do not know, after that they open the dictionary and know the meaning, they will remember that vocabulary.

Hişmanoğlu (2005) stated that the use of novel is good techniques for English language classes because if novel is selected carefully, it can motivate students for learning, more interesting and more entertaining for students. If someone is good in selecting a novel to be read, it will motivate them to read more and more. Besides, reading a novel will entertain them because of the story of the novel.

Helton, Asmani and Thomas (1998) stated the educational benefits of novels helps them master the skills that will enable them to get an information, the process of finding new knowledge, identify problems from the novel, and arrive at meaningful context. That indicates that novel gives benefits to master skills in English. It can be in reading itself. Beside that novel give a lot of information to the reader, it can be about the vocabulary, sentences, grammar and so on. It concludes that using English novel in English language classroom provides benefits to improve vocabulary in learning. In novel there are a lot of

vocabulary that students should understand the meaning. If students have mastered a lot of vocabulary, it is easier for students to understand the content of the book.

Essberger (2010) stated” that advantages of reading are learning in vocabulary context, a model of writing, seeing correctly structure English, working at your speed and personal interest” (p. 57- 67) .That indicates that reading gives a lot of benefits. From reading, learners can learn vocabulary, book or novel that learners read can be source for learner in learning structure of the sentence, and from the book learners can learn how to write in a good way.

Review of Previous Study

The first research is about improving the students’ vocabulary mastery through direct instruction written by Setiawan (2010). In this research the researcher investigated whether direct instruction can improve the vocabulary mastery of the fourth grade students of SD N Pringanom 3 Masaran, Sragen in Academic Year of 2009/ 2010 and to describe what happens during the implementation of direct instruction in teaching vocabulary to the fourth grade students of SD N Pringanom 3 Masaran, Sragen in Academic Year of 2009/ 2010.

This research shows that the implementation of direct instruction can improve the students’ vocabulary mastery. There were several improvements reached by the students, not only their academic score, but also their behavior to the lesson. Beside that this research shows that during the teaching- learning process, the students were more active, enthusiastic and also interested to taking a

part in the lesson. They were not shy anymore and they were highly motivated to join the instructional process.

The second research is about *The Effects of YouTube in Multimedia Instruction for Vocabulary Learning: Perceptions of EFL Students and Teachers* written by Kabooaha and Elyas (2014). This research wants to examine the improvement in vocabulary comprehension and retention of Saudi English as foreign language female students at King Abdul Aziz University Jeddah, Kingdom of Saudi Arabia as a result of integrating YouTube in their reading classes. The result shows that the participants positively viewed the use of YouTube in their lessons. The findings also revealed significant improvement in the students' vocabulary achievement.

The similarity of first and second research is both of the research wanted to find out the ways to improve students' vocabulary mastery in EFL students. The difference of this study is the media that is used in the research. In the first research the researcher wanted to find out improving the students' vocabulary using direct instruction. It means that the researcher used a direct instruction as media of teaching but novel is used as media of learning in this research. Then, the second research the researcher wants to know the students' vocabulary mastery using YouTube in multimedia instruction for vocabulary learning.

The similarity from both of the previous research with this research is all of study focuses on improving students' vocabulary mastery. Then the difference is the media is used in those researches. There are media is used in first research is using direct instruction, second is using YouTube in multimedia instruction, and

this research is used English novel in EFL classroom. The result of the first previous research shows that the implementation of direct instruction can improve the students' vocabulary mastery. The second previous research revealed significant improvement in the students' vocabulary achievement. This research shows that English novel helps students improve their vocabulary by using their own strategies.

Conceptual Framework

The following is the conceptual framework of the study. Based on the objective of the study this research wanted to find out; first is the students' learning strategies to master vocabulary through an English novel and second is the benefits that students get after they read an English novel.

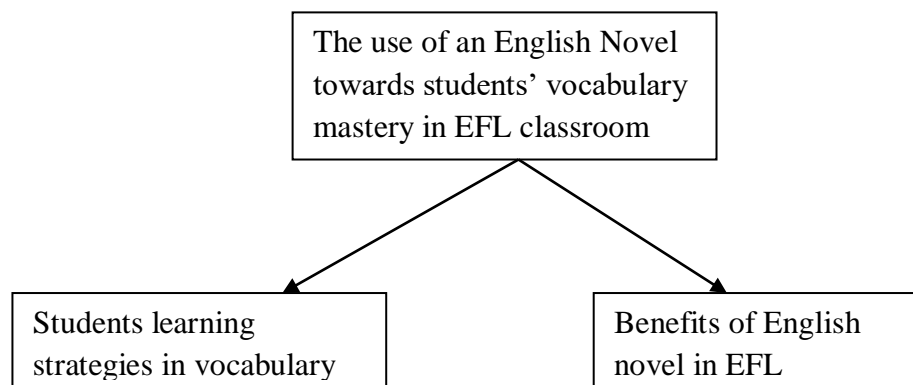


Figure 1. Conceptual framework

