

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Concepts of Vocabulary

a. Definition Vocabulary

To know what vocabulary is, this study would like to present several definitions as follows:

According to the Oxford English Dictionary, vocabulary is: “(1) All the words that a person knows or uses, (2) All the words in a language, (3) List of words with their meaning, especially in a book for learning a foreign language.”¹

Hornby says, “vocabulary is a total number of words which (with rules for combining them) make up a language”². This definition tells us not only the number of words one knows but also the rules for combining the words to make up a language. It means that vocabulary covers knowing the meaning of words and their uses in context.

And J. Charles Alderson and Lyle F. Bachman say, “vocabulary is a set of lexemes including single words, compound words and idioms”.³ And another definition said that “vocabulary is all the words used by particular person, or the words that exist in a particular language or subject.”⁴

From the explanation above, the writer concludes that vocabulary means the total number of words including single words, compound words and idioms that individual knows and the rules for

¹ Oxford University, *Oxford Learners' Pocket Dictionary*, (New York: Oxford University Press, 2004), p. 482.

² A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1987), p. 959.

³ J. Charles Alderson and Lyle F. Bachman, *Assessing Vocabulary*, (New York: Cambridge University Press, 2000), p. 45.

⁴ Cambridge University, *Cambridge Dictionary of American English*, (New York: Cambridge University Press, 2003), p. 973.

combining the words to make up a language or used by particular person. When we only know the form and meaning, but do not know the implementation of vocabulary in sentences, our vocabulary will be useless. So, it is important to teach vocabulary first to the students. Because vocabulary plays a significant role in supporting the mastery of language skills such as listening, reading, speaking, and writing which are called by four skills of language. In order to communicate well in language, students should acquire an adequate number of words and should know how to use them accurately.

b. Kinds of Vocabulary

There are some opinions about kinds of vocabulary. One of them is proposed by Scott Thornbury, there are two kinds of vocabulary, namely receptive vocabulary and expressive vocabulary.⁵

- 1) Receptive vocabulary refers to the words which learners know when they listen and read or the words they know when learners receive from another. Receptive vocabulary can be called as passive vocabulary. Some ways to increase the receptive vocabulary ability, the first way is making some notes of the words and finding out the synonyms and antonyms, another way is looking in the dictionary.
- 2) Expressive vocabulary refers to the words which learners use when they speak or write, and it is called as active vocabulary. To increase this expressive vocabulary ability, the learners should try much their speaking and writing

Besides that, Hary Craft explains that vocabulary is divided into receptive and productive vocabulary. Receptive vocabulary is the words that the students recognize and understand when they occur in the context, where as productive vocabulary is the words which the

⁵ Scott Thornbury, *How to Teach Vocabulary*, (Londan: Longman, 2002), p. 15.

students understand, and then they can produce and use constructively in speaking and writing.⁶

Finoechiaro explains that students' vocabulary can be divided into two kinds, they are: active vocabulary (the words in which the students can understand and pronounce the words correctly and use them constructively in speaking or writing); and passive vocabulary (the words in which students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or writing).⁷

Another opinion by Marianne Celce and Murcia Elite Olshtain, they say that there are two kinds of vocabulary: they are function words and content words.⁸

- 1) The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, prepositions, determiners and adverbs).
- 2) The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones).

The content words can be divided into three general classes:

- (a) Words that refers to a person, a place or a thing that we might call them nouns,
- (b) Words that express an action, an event or a state are called verbs,
- (c) Words are used to describe the qualities of thing or action are called adjectives and adverbs.

2. Teaching Vocabulary

a. Some Techniques in Teaching Vocabulary

⁶ Evelyn Hatch and Chery L. Brown, *Vocabulary, Semantics, and Language Education*, (Melbourne: Cambridge University Press, 1995), p. 370.

⁷ Mary Finoechiaro, *English as Second Language: from Theory to Practice*, (New York: Regent Publishing Company, 1974), p. 73.

⁸ Marianne Celce – Murcia Elite Olshtain, *Discourse and Context in Language Teaching: A Guide for Language Teachers*, (New York: Cambridge University Press, 2000), P. 76.

Brown has defined that technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.⁹ Other definition, “Techniques are way of doing something, especially one that needs special skills.”¹⁰

There is relationship among teaching approach, method, and technique. An approach is a set of assumptions dealing with the nature of language, learning, and teaching. Method is describing an overall plan for systematic presentation of language based upon a selected approach. Technique is the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.

From explanation above, the writer concludes that a method is smaller than an approach and it is bigger than a technique.

Ruth Gairns and Stuart Redman say, “There are many techniques of vocabulary teaching. There are: mime and gesture, visual aids, verbal explanation, and contextual guesswork”.¹¹

1) Mime and Gesture

In this technique, a teacher can use real object and command. In real object, the teacher can use something available in the classroom such as door, blackboard, chalk, clock and so on. In using command, a teacher can give command such as open the window, open your book, etc. Another example is teaching part of body, a teacher can give command such as raise your hand, put your left hand on your head, etc.

2) Visual Aids

In this technique, a teacher can use pictures, photographs, flashcards, and blackboard. One of the visual aids is blackboard.

⁹ H. Douglas Brown, *Teaching by Principle: an Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), 2nd Ed., p.16.

¹⁰ Oxford University, *op.cit.*, p. 443.

¹¹ Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, (New York: Cambridge University Press, 2003), p. 73.

It is a writing the words and their meaning on the blackboard but there are undersized results.

Pictures for vocabulary teaching come from many sources. It can be from the magazine, newspaper or the students' handmade. Pictures can be used to explain the meaning of vocabulary items. The meaning of vocabulary is in the students' mind before he is given the English word because he can understand it from the picture which drawn.

3) Verbal Explanation

In this technique, a teacher should select and provide words will be taught based on the students' level, the aim and the time allocated. A teacher can explain the synonym, antonym and definition of the words. The use of this technique is often a quick and efficient way of explaining unknown words, but usually the students become bored in teaching learning process.

4) Contextual Guesswork

In this technique, the students learn vocabulary from a text. The students can understand the meaning of difficult words from a text through deducing meaning from context, deducing meaning from form, word association and word formation.

Deducing meaning from context is looking the meaning of words through context in the sentences. For example, the word *sailor* in this sentence *jack was a young sailor. He lived in England, but he was often away with his ship.* The students will know the meaning of sailor from the context: *He was often away with his ship.*

Deducing meaning from form is looking the meaning of word based on the meaning of morpheme. For example, the word *Freetown* in the following sentence:

Jack's first port was Freetown in Africa, and he sent Gloria a parrot from there.

The word *free* is translated as not controlled by somebody else, rules a government, etc, and the word *town* as a place with many building and houses, larger than a village. So *Freetown* is a place that was not controlled by the government.

Word association is the ability to find the words that related to topic. For example, sailor, ship, voyage and port

Word formation is the ability to construct the word through affixation. It can be a prefix or suffix. For example, the word *reached*. It is *reach* added by the suffix *-ed*.

From explanation above, there are many techniques or methods can be used in teaching vocabulary. There is no the best method in teaching learning process. It is depend on subject matter such what language is, what culture is, about the students; and teacher thoughts about himself as a teacher and what teacher can do to help his students learn.¹² It is very important for teacher to become aware of the thoughts that guide action in the classroom. So, with this awareness, teacher will be able to examine why he does, what he does and choose the appropriate technique in his teaching learning process.

b. The Aspects of Lexis that Need to be Taken in Teaching Vocabulary

Ruth Gairns mentioned several aspects of lexis that need to be taken into account when teaching vocabulary. They are¹³:

1) Polysemy

Distinguishing between the various meaning of a single word form, which has several meaning and closely related meaning (e.g. head: of a person, of pin, of an organization).

2) Homonymy

Distinguishing between the various meaning of a single word form, which has several meaning which is not closely related

¹² Diane Larsen Freeman, *Techniques and Principles in Language Learning*, (New York: Oxford University Press, 2000), 2nd Ed., p. 1.

¹³Ruth Gairns and Stuart Redman, *op.cit.*, p. 15-37.

(e.g. file: used for keeping papers in or a tool for cutting or smoothing hard substances).

3) Homophony

Understanding words that have the same pronunciation but different spelling and meaning (e.g. flour, flower).

4) Synonymy

Distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase, expand).

1) Affective Meaning

Distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speaker's attitude of the situation. Socio- cultural association of lexical items is another important factor.

6) Style, Register, Dialect

Being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.

7) Translation

Awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).

8) Chunks of Language

Multi-word verbs, idioms, strong and weak collocations, lexical phrases.

9) Grammar Vocabulary

Learning the rules that enable student to build up different form of the word or even different words forms that word (e.g. sleep, slept, sleeping, able, unable, disability).

10) Pronunciation

Ability to recognize and reproduce items in speech.

There are many aspects of lexis which are mastered in order that students are able to improve their vocabulary. Because mastering vocabulary is one of basic language. For example, in order that our speaking can be understood by another person, our pronunciation must be good. So there is no misunderstanding in communication.

c. The Principles of Teaching and Learning Vocabulary

In teaching, a principle is beliefs and theories that teachers hold concerning effective approaches to teaching and learning and which serve as the basis for some of their decision-making.¹⁴ There are principles of teaching and learning vocabulary, they are:¹⁵

1) Aim

The teacher has to be clear about his or her aims: how many of the things listed does the teacher expect the learner to be able to do? And which word?

2) Quantity

The teacher may have to decide on the number of vocabulary items to be learnt. Many words in a lesson can students learn, but if there are too many words, the students may become confused, discouraged, and frustrated.

3) Need

The teacher may have to choose the vocabulary that will be taught on the students. The students are put in a situation where they have to communicate and get the words they need it.

4) Frequent exposure and repetition

It is seldom, however, that we remember a new word simply by hearing at the first time. There has to be a certain amount of repetition until there is evidence that the student has learned the target word.

¹⁴ Jack C. Richards, *et. al.*, *Longman Dictionary of Language Teaching and Applied Linguistics*, (Malaysia: Pearson Education, 2002), 3rd Ed., p. 418.

¹⁵ Michael J. Wallace, *Teaching Vocabulary*, (London: Heineman Education Books. Ltd, 1982), p. 27-30.

5) Meaning presentation

Wallace states that the teacher must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning- although ‘meaning’ involves many other things as well. This requires that the word is presented in such a way that its denotation or reference is perfectly clear and unambiguous.

6) Situation presentation

Michael J. Wallace says that the choice of words can according to the situation in which we are speaking and how well we know the person, to whom we are speaking. So, students should learn words in the situation, in which they are appropriate.

Based on explanation above, it can be concluded that there are principles in teaching and learning vocabulary such aim, quantity, need, frequent exposure and repetition, meaning and situation presentation. Beside that, teacher’s principles are an important aspect of their belief systems, and may be it is a result of teaching experience, training, or their own experiences as learners. Good principles of teaching and learning are useless without good teacher’s principle in teaching process. So, there is compatibility between principles of teaching learning and teacher’s principles. Then, the aim of teaching learning can be gained.

3. The Students Vocabulary Power

We have known about definition vocabulary above that vocabulary means the total number of words including single words, compound words and idioms that individual knows and the rules for combining the words to make up a language or used by particular person. The more vocabulary the students have, the easier for them to develop their four skills. In listening, by having many vocabularies they can hear and understand all the words in oral communication easily. In speaking skills, they can cover all the words that they use in oral communication. In reading skills, they can understand all the

words in written materials. And in writing skills, they can express their ideas, opinions, and feeling cohesively. The writing and speaking are language productions that belong to productive skills while listening and reading involve receiving the message that belong to receptive skills.¹⁶

Moreover, Norbert Scmith states that reading is the process of receiving and interpreting information encoded in language form via the medium of print.¹⁷As one of receptive skills, reading became the goal of most foreign language program.¹⁸

Most of the result of learning process is gained from reading until 90%.¹⁹ Clear reading purpose can improve students understanding toward text; the more someone aware their reading purpose, the bigger they got the information from the text.²⁰

So far, in view reading as a decoding, the emphasis is on word decoding operations and usually involves the phonics of written language.

The emphasis is also on the letter-to-sound correspondence rather than on meaning. The thought is that once learners are able to sound out the letters, they will be able to make meaning of the text. In reading as prediction, the predictions are based on semantics, syntactic and punctuation cues. Here, one problem is that they have very little to on term of their understanding of syntax and semantics in reading as a schemata building, it is the process of interpreting sensor data, in retrieving information from memory, in organizing action, in determining goals and sub goals, and in allocating resources.

¹⁶ Arnold, *Introduction to Applied Linguistics*, (New York New York: Oxford University Press, 2002), p. 4041.

¹⁷ Norbert Schmitt, *An Introduction to Applied Linguistic*, (New York: Oxford University Press, 2002), p. 234.

¹⁸ Jack C. Ricard and Theodore S. Rodger, *Approaches and Method in Language Teaching*, (USA: Cambridge University Press, 2001), 2nd Ed., p. 13.

¹⁹ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada, 2003), p. 9.

²⁰ Nur Hadi, *Bagaimana Meningkatkan Kemampuan Membaca*, (Bandung: Sinar Baru Algensindo, 2005), 3rd Ed., p. 10.

Because of reading is very complex and progress from very poor reading habits and better ones, it requires a high level of effort and concentration. It is more than just visual task. A reader must not only see and identify the symbols in front of him, but also must be able to interpret what he reads, associate with past experience, and project beyond this in term of ideas, judgments, applications and conclusions.

The ability to understand the information or idea in written English improves as the skill of oral language increases. As the readers (such as students) bring better comprehension of written English and larger speaking ability to their reading, they grow in their understanding the reading text.

Beside that, the definition of power based on Websters New world College Dictionary, “power is the specific ability or faculty.”²¹ And another opinion that “power is particular ability of the body or mind.”²² So, the word of power is used to measure the strength of students’ vocabulary. Because vocabulary is not one of four skills, but it is element of language.

From the definition above, the writer concludes that students’ vocabulary power means that the ability of students to understand the English vocabulary, even though it is good or less of vocabulary power.

So in this case, students need to know more about what the reading is. They automatically have to understand about reading materials like noun, adjective, adverb and verb like past form. Through fairy tales as a media in teaching vocabulary, they can understand about simple narrative text easily and develop their vocabulary on past form.

²¹ Michael Agnes, *Websters New world College Dictionary*, (Ohio: Wiley Publishing, Inc, 2002), 4th Ed., p. 1128.

²² Oxford University, *op.cit.*, p. 235.

4. Past Form in English

a. Definition and The Form of Past Form

Past form in English is kind of verb used in simple past tense.²³ Simple past tense is used to talk about action or situation in the past.²⁴ Betty Scramper Azar says that “simple past indicates that an activity or situation began and ended at a particular time.”²⁵ Past form is also called by preterite or past verb.²⁶

Based on the usage of verb, verb is divided into three forms. There are:²⁷

1) Infinitive

This verb is especially used in Simple Present Tense.

E.g.: to read, to see, to show, etc.

2) Past Form or Preterite

This verb is especially used in Simple Past Tense, both regular and irregular verb.

E.g.:

- I sent letter yesterday
- He played badminton in Bandung last week.

3) Past Participle

This verb is used in Present Perfect Tense, Past Perfect Tense, and Passive Voice.

E.g.:

- I have lived in Semarang for four years.
- Santy is invited to come to the Ani's party.

²³ Suryadi Junaedi, *Complete English Grammar*, (Yogyakarta: Pustaka Pelajar, 2008), 3rd Ed., p.473.

²⁴ Raymond Murphy, *English Grammar in Use*, (USA: Cambridge University Press, 2000), p. 22.

²⁵ Betty Schramper Azar, *Understanding and Using English Grammar*, (New Jersey: Prentice Hall Regents, 1989), 2nd Ed., p. 24.

²⁶ Betty Schramper Azar, *Basic English Grammar*, (Singapore: Pearson Education Asia Pte. Ltd, 2001), 2nd Ed., Vol. A, p. 182.

²⁷ Imam D. Djauhari, *Mastery on English Grammar*, (Surabaya: Indah, 1996), p. 51.

b. Kinds of Past Form

Past form is divided into two kinds:

1) Regular Verb

In changing verbs from infinitive to past form, most of regular verbs are added “-ed” in the end of verb. But, there are rules.²⁸

a) Verbs that end in “e”, add “d”.

E.g.: Hope → hoped
 Live → lived

b) Verbs that end in consonant-vowel-consonant pattern in a stressed syllable : double the final consonant before ending “-ed”.

E.g.: Plan → planned
 Stop → stopped
 Permit → permitted

c) Verbs that end in consonant-vowel-consonant pattern in an unstressed syllable : add “-ed” only.

E.g.: Listen → listened
 Visit → visited

d) Verbs that end in a consonant plus “y” : change the “y” to “i” and add “-ed”.

E.g.: Carry → carried
 Study → studied

e) Verbs that end in a vowel plus “y”: add “-ed” only.

E.g.: Stay → stayed
 Enjoy → enjoyed

Moreover, the pronunciation or spelling rules of “-ed” is different for some verbs depend on the end of verb.²⁹

a) If the verb ends in a voiceless sound, final “-ed” is pronounced /t/.

²⁸ Robert J. Dixon, *Grammar to Go!*, (New York: Pearson Education, 2004), p. 133.

²⁹ Betty Schramper Azar, *op.cit.*, p. 185.

E.g.: Helped /helpt/
 Guessed /gest/

- b) If the verb ends in a voiced sound, final “-ed” is pronounced /d/ .

E.g.: Lived /lɪvd/
 Rubbed /rʌbd/

- c) If the verb ends in the letters “d” or ” t”, final “-ed” is pronounced /əd/.

E.g.: Needed /ni:dəd/
 Wanted /wɒntəd/

2) Irregular Verb

In changing irregular verbs from infinitive to past form, there is no rule. If someone wants to know the changing of irregular verbs, he has to memorize word by word automatically.

E.g.: Run → ran
 Go → went
 Sleep → slept

5. Fairy Tale

a. The Definition of Fairy Tale

According to the Cambridge Dictionary of American English, the definition of fairy tale is “a traditional story, usually written for children, which often involves imaginary creatures and magic.”³⁰

A fairy tale is a fictional story that may feature folkloric characters such as fairies, goblins, elves, trolls, giants, and talking animals, and usually enchantments, often involving a far-fetched sequence of events. In modern-day parlance, the term is also used to describe something blessed with princesses, as in "fairy tale ending" (a happy ending) or "fairy tale romance", though not all fairy tales end

³⁰Cambridge University, *op.cit.*, p. 305.

happily. Colloquially, a "fairy tale" or "fairy story" can also mean any far-fetched story. Fairy tales commonly attract young children since they easily understand the archetypal characters in the story.

In cultures where demons and witches are perceived as real, fairy tales may merge into legendary narratives, where the context is perceived by teller and hearers as having historical actuality. However, unlike legends and epics they usually do not contain more than superficial references to religion and actual places, people, and events; they take place once upon a time rather than in actual times.³¹ It is usually fictional narrative prose and tends to be more concise and to the point than longer works of fiction, such as novels. Usually, short story will focus on only incident has a single plot, a single setting, a limited number of characters and covers a short period of time.

Fairy is one of the best ways to learn reading. It is very interesting story. By reading fairy tales in English, they can do more about vocabularies, pronunciation, and structure. Fairy tales is untrue story, magic story. There are so many examples of fairy tales, such as: Snow White, Cinderella, The Golden Tree, etc.

Finally, fairy tales are not considered as dogma or history but type of imaginative writing that carries the reader into an invented world where the laws of nature, as we know them, do not operate. They may or not have happened and they are not taken seriously. Fairy tales usually tell the adventure of animal or human characters. Within this latest, there are certain motives or patterns such as supernatural helpers, magic, faithfulness, and justice. There are also sub categories or sub types of fairy tales such as cultumative tales, magic and wonder tales, and realistic tales.

³¹http://en.wikipedia.org/wiki/Fairy_tale. Retrieved on Monday, December 21st, at 1.30 p.m. 2009.

b. The Elements of Fairy Tale

The following descriptions are explanation of the elements of story by Curtis Nehring Bliss, as follows:³²

- 1) **Plot:** The plot is a writer's arrangement of events that will express his attitude toward the human condition. In traditional narrative, the plot can be broken down into the following elements:
 - a) Exposition- the introduction of the characters and the situation
 - b) Rising Action - the chain of events that is built from the conflict
 - c) Climax - the moment of crisis in which the outcome will be determined
 - d) Resolution - the outcome or the conclusion - the unraveling of the conflict
- 2) **Setting:** The time and location in which the story occurs. Without place, the story would be vagueness. The short stories generally begin with a lengthy description of the setting and historical or personal background of the characters.
- 3) **Characterization:** How the writer reveals the characters to the reader. This includes what a character might say, do, or think. It also includes how other characters perceive him/her/it. To make those characters as the real life, an author must provide them with sufficient reason to behave as they do. This is referred to as a characters' Motivation.
- 4) **Theme:** It contains an idea of the story. The theme is something that can be derived from the story, like moral.
- 5) **Point of View:** The narrative technique that the writer uses to tell the story. In other words, who is telling the story.

Moreover, the minimum of elements of fairy tale are:³³

³²CurtisNehringBliss, http://www.hcc.cc.il.us/online/engl111/fairy_tale.htm. Retrieved on May 31, at 10.45_p.m. 2009.

- 1) Special beginning and or ending word such as once upon a time, once long ago, long, long ago, happily ever after, etc.
- 2) Good or nice character.
- 3) Evil or bad character.
- 4) Royalty and or a castle.
- 5) Magic.
- 6) Problem and solution.

6. Fairy Tales in Vocabulary Teaching

a. The Role of Fairy Tale in Developing Vocabulary

When the students want to increase their vocabulary, they should pass through the four language skills. They are listening, speaking, reading and writing. Reading is the most dominant skill in effort to increase one's vocabulary ability. In this relation, Jeremy Harmer states, "extensive reading can give a wider passive and active vocabulary."³⁴ The students' vocabulary will increase if they read more reading text because there are some new vocabularies in every reading text.

There are many kinds of reading text to increase one's vocabulary, such as reading text book, magazine, and newspaper or story books. Read a reading text from textbook is different from reading a story book. When the students read from their text book, they may feel as a burden because they must know and understand all of the reading text to answer the questions and to do examination. While the story book keeps them enjoy and relax because the content is interesting. Especially the story book consists of short funny story. In this relation, Mary Slattery and Jane Willis states:

Stories are first of all for enjoyment. Children need to understand something about the story (not every word, but the

³³ https://www.courses.psu.edu/ger/ger100_fgg1/transparencies/fairytales.html. Retrieved on Monday, November 7, at 2.00 p.m. 2010.

³⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), 3rd Ed., p. 204.

main gist or story line) if they are going to enjoy it. Pictures and gestures help a lot, but your intonation and the way you tell it or read it are very important.³⁵

Because the students are interesting and enjoy with the story, they will try to look for the equivalent of the new vocabulary in the first language, through the content, guessing or opening the dictionary to understand the story. From the explanation above, we know that reading a story like fairy tale makes a big influence in developing the students' vocabulary because it is pleasure to read a short funny story and the students can enjoy it.

b. Teaching Vocabulary Using Fairy Tale

Teaching technique is important. Teaching learning process insists on the ways of teaching. It means that the way of teaching has an important role. The result of teaching learning process is determined not only by teachers and students' competence but also by appropriate techniques.³⁶

There are many techniques of teaching vocabulary. Not all the techniques are very helpful for students. It is the teachers' task to use the appropriate technique of teaching. It does not mean that if a teacher uses one technique, the other techniques are not good; the teacher should use the technique that makes the teaching-learning process effective.

The writer uses fairy tales as media to develop the students' vocabulary power with different methods in teaching and learning process. The use of stories in young learners' classrooms would seem to offer similar rich of opportunities for learning vocabulary indirectly or incidentally, while attending to something else. Additionally, words encountered in stories are heard in linguistic and discourse context, so

³⁵ Mary Slattery and Jane Willis, *English for Primary Teachers: A Handbook of Activities and Classroom Language*, (New York: Oxford University Press, 2001), p. 97.

³⁶ Ruth Gairns and Stuart Redman, *op.cit.*, p. 73.

that important grammatical and collocation information is available about words. Moreover, the plot and characters of story are likely to form a thematic organization for many of the words, thus assisting understanding and learning.

In conducting the teaching technique, the writer divided into three steps, there are pre-activity, whilst-activity, and post-activity.

1) Pre Activity

The teacher gave the introduction about the reading text. And this activity can be a vocabulary games, quiz or give some questions and showing the picture that related to the topic. There was vocabulary game. For example, in a fairy tales “Snow White and The Dwarfs”, the teacher used audio visual method, guessing card and talking stick method. Then the teacher divided the students into two groups, and gave each of them a card and then asked them to look for the meaning of vocabulary in their each cards. The answers of each group were written down on the whiteboard.

2) Whilst Activity

In this step, the teacher gave the students reading texts, which is fairy tales. Before that the teacher explains the material through short movie. The teacher asks one of students to read it in front of the class. After that, the teacher takes a stick which is prepared before and points student one by one to answer the teacher’s question based on the text.

The teacher also gave some vocabulary skills; there are deducing meaning from context, deducing meaning from form, word formation, and word coining.

a) Deducing meaning from context

Deducing meaning from context is looking the meaning of words through context in the sentences. For example, the word *debt* in this sentence *I am in debt. Your grandchildren need*

*much money today. They are studying in Senior High School and University*³⁷. The students will know the meaning of *debt* from the context: *your grandchildren need much money today.*

b) Deducing meaning from form

Deducing meaning from form is looking the meaning of word based on the meaning of morpheme. For example, the word *went home* in the following sentence: *Hearing the answer from their mother, Jazirah and Samuno went home*³⁸.

The word *went* is translated as leave a place, and the word *home* as place where you live with your family. So *went home* is return to the place where you live with your family.

c) Word formation

Word formation is the ability to construct the word through affixation. It can be a prefix or suffix. For example, the word *flooded* It is *flood* added by the suffix –Ed.

d) Word coining

Word coining is the ability to use the familiar word to replace the unknown word, which have the meaning and the characteristic nearly the same. For example, the word *quarreling* in the text can be replace with the word *fighting*, because they have the characteristics nearly the same.

3) Post Activity

To make sure that the students can master and not forget the vocabulary, the teacher must give them practices, such as synonym, make sentences based on verbs in the text with different sentences, and arrange some words into complete sentences. And

³⁷ Slamet Riyanto, *Improve Your English Skills through Reading Various and Easy Stories in Life: the Secrets of a Smart High School Student*, (Yogyakarta: Pustaka Pelajar, 2005), p. 50.

³⁸ *Ibid.*

give test for students to measure their vocabulary power development.

Teaching vocabulary using fairy tales is effective. With different techniques used by teacher, students are not feel bored and can enjoy the learning process. So, students can get and memorize the new vocabularies easier than before.

B. Previous Research

1. Research entitled “The use of fairy tales in vocabulary teaching for Junior High School Students (case study of the eight grade at SMP Wahid Hasyim Pekalongan)” by Eros Meilina Sofa.³⁹ In this research, the writer used classroom action research; the students were willing to learn English by using fairy tales. And the result, they were very enthusiastic when she told them that she would teach those tales. By using fairy tales, students felt fun and enjoy the teaching learning process, because they could discuss the meaning of the difficult words together. They did not refuse to use the other fairy tales in learning vocabulary in the other time.

The use of fairy tales could improve the students’ vocabulary mastery without depending on their dictionaries. They could learn the meanings of the new words by looking at the context of the sentences. However, she has to check their vocabulary they have learned, to ensure that they answered the test did not base on guessing of the options.

2. Research entitled “The use of fairy tale to teach vocabulary in Junior High School (the case of the students of the Eight Grade of SMP N 40 Semarang 2005/2006)” by Agatha Nindiana.⁴⁰ She used the experimental research. Based on the investigation, there was a significant difference of students’ achievement in vocabulary between those taught using fairy tales and those taught using Grammar Translation Method for the first

³⁹Eros Meilina Sofa, Student Number 220140354. She was the student of English Department, Language and Arts Faculty, Semarang State University.

⁴⁰Agatha Nindiana. Student Number 2201202032. She was the student of English Department, Language and Arts Faculty, Semarang State University.

year students of SMPN 40 Semarang in academic 2006/2007.

The use of fairy tales in teaching and improving students' vocabulary was more effective than the explanation method. From the two classes, the experimental group and the control group, the measurement showed that the increasing line of the vocabulary achievement of the experimental group was higher than control group. The t-test measurement obtained 7.49, for $\alpha = 5\%$ with $dk = 30 + 30 - 2 = 58$. The t-test obtained 2.00. This means that the t-test score was higher than t-table score. Since the t-test measurement is higher than the t-test table, it was found that the experimental group's achievement in vocabulary test was better than the control groups.

This research is different from the previous ones. This research focuses on teaching English using fairy tales to develop students' vocabulary power on past form. The fairy tales implemented in a classroom action research approach. The participants were students at eighth grade of SMPN 23 Semarang. The writer ran three cycles in the teaching learning process to improve students' vocabulary. The writer used observation and test as instruments. The similarity of this research with the previous ones is using fairy tales as aid or media in the teaching English vocabulary.

C. Action Hypothesis

The action hypothesis of this study is that the use of fairy tales as media can improve students' vocabulary power on past form.

There are some indicators which indicate that students can improve their vocabulary power. There are:

1. Students can know the meaning of the word of past form.
2. Students can use the past form in other sentences.
3. Students can choose the appropriate word in the sentence.