Chapter Two

Literature Review

This chapter presents the specific discussion of this research. The first discussion is the definition of vocabulary. Then, the second part is the importance of learning vocabulary. The next part is the difficulties in learning vocabulary and then it is followed by part of media and visual media. Afterwards, it is followed by literature about pop-up book, the types of pop-up book and it ends with the advantages and disadvantages of using pop-up book.

The Definition of Vocabulary

Vocabulary is defined as collection of words. Like Wehmeier et al. (as cited in Cahyono & Widiati, 2008) stated the definition of vocabulary as "all the words in a particular language" (p. 2). It means that vocabulary is part of language that consists of words. Language is formed of words. Therefore, it is important to master the words in order to master the language.

Hanson & Padua (2011) explained that "vocabulary refers to words we use to communicate in oral and print language" (p. 5). They explained that vocabulary is words that people use to communicate either in spoken or written text. That is why vocabulary is the basic knowledge that people should have when they want to speak, listen, read and write. It is supported by Behlol who explained (as cited in Achmad, 2013) that vocabularies can be divided into passive vocabularies and actives vocabularies. Thus, he explained that passive vocabulary consist of words that students may recognize and understand the context but which they cannot

produce it, like in listening and reading. While, active vocabularies is consist of words which is students are able to understand and able to construct it, like in speaking and writing.

The Importance of Learning Vocabulary

Learning vocabulary is important. There are some reasons why learning vocabulary is important. First, vocabulary is an achievement that students should have. Rosko et al. stated that vocabulary learning is an essential component of early literacy achievement (as cited in Han et al., 2010). It is needed by people to have many collections of words in order to master the language. Some studies also have found that the size of vocabulary can be used as a predictor for students' academic achievement. The capacity of vocabulary influences students' academic achievement. It is because the students are able to understand language in oral or written text, understand the instruction, able to give their ideas and active participate in the learning process when they are able to master the vocabulary. It means that the ability of mastering the vocabulary influences the students' academic achievement.

Then, it is the basic step to communicate. Wilkins explained "without grammar very little can be conveying, without vocabulary nothing can be convey" (as cited in Thornbury, 2002, p. 13). If students only emphasize on the grammar, their skills in mastering English language will not improve very much. It is different from students who are learning more words they will have more improvement. They will be able to communicate to the other people because they know the words that they will use to deliver their massage. They are also able to

understand the message that the other people deliver easily. That is why vocabulary is important to be mastered by people in order to be able communicating well.

It is also linked to students' reading comprehension. The National Reading Panel (2000) analyzed scientific studies that led them to conclude that readers' vocabulary strongly related to their understanding of text. The NRP explained that students who have been taught vocabulary before reading text, they have greater comprehension than students who did not learn vocabulary first. The comprehension is gotten because they know the content of the text by knowing the vocabulary first. The comprehension is different from students who did not learn vocabulary before read the text. It is because they do not know the meaning of the words in that text, so they do not understand the content of the text.

The Difficulties of Learning Vocabulary

Vocabulary is words in language that is used to communicate. People who do not use English as their native language may face some difficulties when they learn English vocabulary because of some reasons. The explanations below are some factors why people feel difficult to learn English vocabulary which is explained by Gower, Phillips and Walter (as cited in Setiawan, 2010).

Similarity to English word already known. Students may have known some English words but they may not know some English words that related to what they have already known which is easier to guess and which is not. Like in an antonym word, of a word is constructed from it word by adding un. For

example, if students have already known the word important, so they should be able to guess the meaning of unimportant.

Connotation. The other problem is that the students are difficult to choose the right connotation. They confuse to use which connotation is appropriate to use because the inappropriate chosen will give negative meaning to the native speaker. The example is either word of skinny or slim could be used to describe someone who is thin, but both of those two words have different connotation. The word slim has more positive meaning than skinny. Therefore, it is important for students to be able to choose an appropriate connotation when they communicate with the others, because it is part of attitude.

Spelling and pronunciation. The way English words spelt and pronounced are different from the way of students who speak English using regular spelling system. The students will be confused between the words and the meaning if they hear a word that sounds like the other word that has different meaning. For examples are the words through, though, tough, and thorough.

Multi-word items. Students may confuse with a lexical item that may consist of more than one word. The examples are tennis shoes and sport car. Then, phrasal verb also makes students confuse because it consists of more than one word. For examples are called off, put off and brush up. Most of students feel difficult with this part because they are made up of simple words that are combined from verb and preposition or adverbs.

Collocation. The other problems that most of students get are they find difficulty to collocate words in a right message. For example, people are injured

or wounded but things are damage, and we can say a strong wind and strong coffee, but it's a light wind not a weak wind and weak coffee not light coffee.

Appropriate use. The use of appropriate vocabulary is also problematic for students. In this part, student should be able to choose an appropriate word depend on the context. For example, the use of word pushing means almost in the sentence "he is pushing fifty". The word "pushing" in the sentence above means older than fifty and it is inappropriate to use in the sentence. Therefore, it is important for students to pay more attention in the use of appropriate words in the informal style and formal style that they use.

Media

In the teaching and learning activities, teachers use media as a device to deliver the material. According to Buckingham (2012) media (the plural from of medium) refers to an intervening means, instrument or agency. It is a substance or a channel which is used to transfer and carry information and message. Media derived from Latin medium, "between" the term refers to anything that carries information between a source and receiver, Smaldino at al. (2014). Media is used by teacher to deliver the material for the students. The media that is used in the learning activities is hopefully giving more information and students get more understanding about the material. It is also used to make the learning activities more active. Benson and Odera (2013) defined media as device that is used to facilitate learning activities. They explain that media which are used in the learning activities are expected to play critical role in enhancing students' academic performance. By using media, students will understand the materials

easily because media facilitate the students to figure the material that teacher has delivered. Then, students will have more ideas about the materials, so the students are able to turn into active learning. By the use of media, hopefully students can achieve the competence and comprehend the material clearly.

That is why students in elementary school who have limited literatures and like to learn in the pleasurable atmosphere, the use of media are needed. Interesting media will help students construct their comprehension, and engage students into active learning. It is supported by Clark (as cited in Kosim, 2013), he explains that the use of media is important as a way to develop students elementary school into active learning. The media plays an important role for students in elementary school because their characteristic is still difficult to keep calm for long time and like to play, so the teacher cannot bring them into effective learning if the teacher does not use any media. They also lack of literacy about knowledge. The media is used to help students in elementary school to understand the materials more easily, so it will be easier to engage the students in to active learning.

Visual media

Visual media is one of media that it can be used to enhance students' motivation in the learning activities. Syandri (2015) defines "visual media are media that can be seen" (p. 49). Visual media is a device that is used to facilitate the students' understanding with the materials by seeing the media. Puspitasari (2014) explain that "visual media highly used to promote learning" (p.22). She clarifies that visual media includes diagram on a poster, drawing on chalkboard,

photographs or pictures, graphic in a book, cartoons and so on. Likewise, Perry (2013) points out that the use of visual media is able to strengthen students understanding, especially for abstract processes that are hard for students to envision in their mind. It means that the visual media helps students to get the figuration related to the real objects and help students understand the materials easily. Accordingly, the use of visual media is able to develop students' ideas and promote them into active learning by seeing the media.

When a student is able to figure and relate it with the real object, the students will remember it easily. The use of visual media is effective for memorizing materials. As Amstrong (as cited in Karimi & Rokni, 2013) stated that the use of visual media to learn and to memorize vocabularies is better to be used than only using text book. Therefore, the use of visual media gives students a chance to memorize the materials easier by its illustration.

Pop-up Book

Pop-up book is a type of book which has interesting movable page form and it has been using for a long time. According to Glaister (2002) "pop-up is movable book which has many different movable pages types" (p. 2). Another source defines pop-up as "a book or a card with a picture that stands when the user opens the pages" ("Longman dictionary of contemporary English," n.d.). Pop-up book has interesting 3D visualization with budging picture when the user opens the page of the book. Then, the nice arrangement pictures form can illustrate a thing like its real appearance. Its' pictures are used to help students to illustrate the real object.

The history of pop-up book is started from seven century ago. Puleo (2011) explains in his book that the first movable book was introduced in the 13th century. It is used to illustrate the theories of poet Ramon Llul. Then, in that era movable books were made for educational purpose. It was used to educating and conveying ideas for adults' learners. Therefore it was considered more appropriate to use than for statistic illustration, so at that era movable books were not made for children but for adults, but now it is popular used by children.

Types of Pop-up Book

There are some types of pop-up book. There are three types of pop-up book ("Hung Hing Printing," n.d.). Those types are open 90 degree, open 180 degree, and open 360 degree.

Open 90 degree. This is the first style of pop-up design. It is fully open at 90 degree then a complete arrangement pop-up will show. This format is simple to make, because it is easy to assemble and it does not spend much money. That is why this type can be the simplest style than the other pop-up book in the market now day.

Figure 2. 1 *Open 90 Degree*
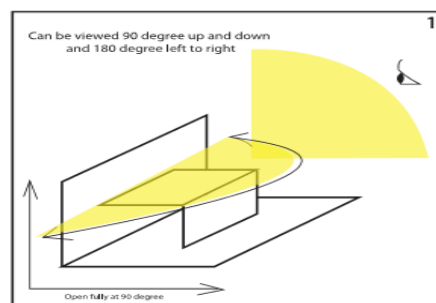
Open 180 degree. This style works well when fully open at 180 degree and can be viewed 360 degree. This style is easily to find in the market because its form is flexible to make for many purposes. This style is common used to tell short story, to explain some materials in the classroom, to tell someone life story or as a birthday present.

Figure 2. 2 *Open 180 Degree*
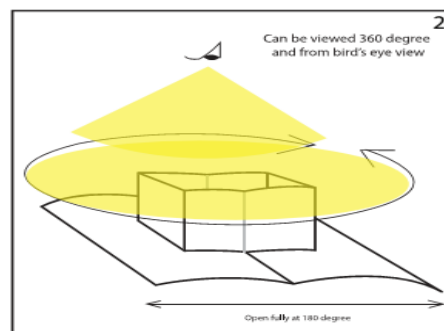
Open 360 degree. The other name of this style is "Corousel" pop-up. The most suitable used of this style is to design a building. This style works when the fully open at 360 degree.

Figure 2. 3 *Open 360 Degree*
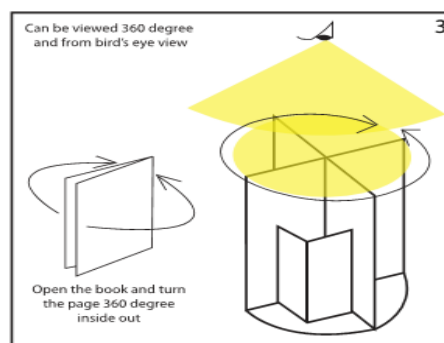
The Advantages and Disadvantages of Pop-Up Books

Pop-up book can be used as media in the teaching and learning activities. The use of pop-up book gives some advantages and disadvantages in the learning activities (Glaister, 2002). The advantage of pop-up book means that pop-up book gives positive impact to the teaching and learning activities. Meanwhile, the use of pop-up books also has some inadequacies. The inadequacies may give disadvantageous for teaching and learning activities.

First, the advantage of pop-up book is to help bridge the gap between subject content and literature. The example is mathematics pop-up book that gives information about mathematics literature. Then, it also helps bridge the gap for abstract literature. For example, in biology subject there many processes molecular which cannot be seen by the naked eye so the used of pop-up book is needed to help the students understand the process. The third is, those creative creation objects are appeal to children because it has surprising elements. That is why this type of book is popular with children although it is a reluctant reader. The other advantage is that this book has a great medium to memorize the materials easily. It is because of pop-up book can help to see the relation between the theory and practice, so students will be able to figure the subject material more and memorize it well.

On the other hand the use of pop-up book also has some inadequacies. Such as, this type of books has low literacy quality because the emphasis is often on the pop-up elements. It includes less textual content about the story. In fact, most of children ignore it and keep enjoy with the elements of pop-up. The other

disadvantage is that this book is fragile. It means that students should treat them gently.

Review of Related Studies

In this research, the researcher took review of related literature from other studies as comparison. One of the related studies was conducted by Inez in 2013. The tittle of her research is "Using pop-up pictures through exploration, elaboration, and confirmation strategy to improve vocabulary mastery of the first grades in elementary school". The reasons she conducted the research were the students had difficulty to remembering new vocabularies. The other reason was only 2 from 18 students who passed the minimum standard score. The minimum standard score that decided by the school was 60. This research was a collaborative classroom action research that this research did collaboratively with the English teacher. The researcher implemented the use of pop-up pictures in the learning activities with 18 participants in first grade. In this research she concluded that the use of pop-up pictures during teaching and learning activities was effective to improve vocabulary mastery in the first graders of SD N Mulyoarjo 04 Lawang, Malang.

The other study that related with this research was conducted by Putri in 2011. Her research tittle is "The use of pop-up pictures to improve vocabulary mastery of the second year students of elementary school Gempol 3 at Pasuruan Regency". This research was based on the researcher experience when she asked the students some questions about some vocabularies; they could not answer without opening their textbook. The research was classroom action research that

consisted of two cycles. The cycles were conducted in five times. She used pop-up pictures to explain English vocabulary. After she conducted the research, she concluded that the use of instructional media in the learning vocabulary was appropriate because these media have interesting forms and colors.

Those were some research studies that had been done by Inez in 2013 and Putri in 2011. The studies that they had done are related with this study but there were some differences between their study and this study. The differences between those studies were this research was done in different place with them. Then, there was no collaboration between teacher and the researcher while doing this research. This research was done by the researcher self. Next, this research was not kind of action research but experimental research.

Hypothesis

Based on the problems above, the hypothesis can be formulated as follows:

1. Null Hypothesis

    There is no significant effect on using pop-up book to improve students' elementary school vocabulary mastery.

2. Hypothesis Alternative

    There is a significant effect on using pop-up book to improve students' elementary school vocabulary mastery.