CHAPTER II

THEORITICAL FRAMEWORK

A. Vocabulary Mastery

1. Definition of Vocabulary Mastery

Vocabulary is one of the components of language that must be mastered. Vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized, whether books or in classrooms. Students need to know many vocabularies in order to understand English well. Mastered many vocabularies will help them to create and to understand some communications both spoken and written. There are several definitions stated by some experts about vocabulary. Hatch and Brown state that vocabulary refers to a list or set of words that individual speakers of language might use. In that statement, we know that vocabularies depend on the word in a language that is used by the speaker. Vocabulary is a part of language, in a small and simple form. To build vocabulary has tended to begin around fourth or fifth grade and some cases have delayed until high school[1]. Based on Alison Sealey vocabulary is recognized as a legitimated challenge for foreign learners of a foreign language[2]. Therefore, vocabulary is very important to be learned. Schmitt stated that vocabulary is the basics of the language. It is very important to be mastered

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[1] David K, Dickinson, Tanya R. Flushman, Jill. B. Freiberg, *Vocabulary, Reading and Classroom Supports of Language,* (New York: Palgrave Macmillan, 2009), 21

[2] Alison Sealey, *Exploring Vocabulary with Young L1 Learners: A Contribution of A Corpus,* (New York: Palgrave Macmillan, 2009), 39

first[3]. Someone who wants to fluent in a language they have to master the basis of that language at the first, based on the theory above the basis of the language is vocabulary. Everybody will be able to speak English well when mastered the basis of the language. According to Caroline Lines, vocabulary is the collection of word that an individual knows[4]. The idea that vocabulary size is a reflection of how educated, intelligent or well-read a person is and the 'educated' person displays in spoken interaction the sizeable vocabulary. Vocabulary is assigned word boundaries'[5]. It can be said, vocabulary is all the words that a person knows or uses when they are talking about a particular subject in particular language. As Hornby stated that vocabulary is a list of words used in a book with definitions or translations. Based on Kamus Besar Bahasa Indonesia (KBBI), vocabulary is a set of words that are owned by a person or other entity or part of a particular language[6].

In conclusion, vocabulary is the main subject to be able to master four skills (speaking, reading, writing, and listening) in English. Recognizing, understanding, and using vocabulary is a very essential aspect of learning the English language. It means we can use the language commutatively and improve four skills with

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[3]Norbert Schmitt, Mc Carthy, *Vocabulary: Description, Acqusition, and Pedagogy* (Cambridge: Cambridge University Press, 2009), 68

[4]Caroline Lines and David Nunan, *Practical English Language Teaching Learners*, (New York: MCCgraw –Hill Contemporary: 2005), 43

[5] Alison Sealey, *Exploring Vocabulary with Young L1 Learners: the Contribution of a Corpus*, (University of Brimingham: Brimingham, 2009), 39

[6]Wikipedia "Kosakata", Pandeglang, 15 Februari, 2021. https://id.wikipedia.org/wiki/Kosakata#:~:text=Kosakata%20atau%20perbendaharaan%20kata%20(bahasa,bagian%20dari%20suatu%20bahasa%20tertentu.&text=Kekayaan%20kosakata%20seseorang%20secara%20umum,dari%20Kecerdasan%20atau%20tingkat%20pendidikannya. *Article*.

vocabulary. From the definition above vocabulary is one aspect of language used to communicate with each other effectively: word in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Children with below-average vocabularies are at-risk of low school achievement.' Likewise, Dickinson and Sprague maintain 'that vocabulary is essential to later literacy, that growth in vocabulary is related to broader discourse skills, and that engagement in extended discourse that requires decontextualized language skills fosters literacy development. According to Moeler vocabulary is one of the most pivotal components of language learning and teaching of a foreign language since it affords learners of the language access to all forms of oral and written communication of the word. Not only for the students but also for the teacher that mastery vocabulary is to be challenging. Mastery vocabulary would be very useful if one were to study a foreign with a great master of it because mastering a superior vocabulary will help you succeed in every area of your life. This means we can use the language commutatively and improve four skills with vocabulary.

Mastery vocabulary would be very useful because it is easier the human beings to deliver their thoughts and ideas. The meaning of mastery is a human response to difficult or stressful circumstances in which competency, control, and dominion are gained over the experiences of stress[7]. According to Oxford University Press, mastery is great skill or knowledge, control or power. So, the meaning of

[7]Janet B Younger, "A Theory of Mastery", *ANS. Advances in nursing science,* (October, 2017), 1

vocabulary mastery is a situation where people have a great skill and knowledge of words especially foreign words. When a person is told high in vocabulary mastery, it means that he comprehends a huge number of words.

2. The Definition of Concrete Vocabulary

Concrete words are everything that can be seen, smell, hear, taste, or touch them or the terms that identify things and events that can be measured and observed[8]. Based on the definition above concrete words or vocabulary is refer to tangible, qualities or characteristics, things we know through our senses. Teaching vocabulary to young learners more effective, they should be given concrete word to make them understand the meaning quickly and correctly. When the teacher gives them abstract words, they will difficult to understand because an abstract word is refers to intangible qualities, ideas, and concepts. These words indicate a thing that known only through someone intellect[9]. Everybody needs to talk about ideas and concepts, and they need terms that represent them. But they must understand how imprecise their meanings are, how easily they can be differently understood, and how tiring and boring long chains of abstract terms can be. So that, the young learner does not have the ability to understand the abstract word. It is very different from concrete words because the concrete terms refer to objects or events we can see or hear or feel or taste or smell, their meanings are pretty stable. If the students ask the teacher what the meaning of the word spoon, the teacher can pick up a

[8]Joshua Limmer, ”Concrete Words: Definition and Example” Article. (Latin: 2018)
[9]Pocatelo, “Concrete and Specific Language”, *Journal Idaho falls*, (January, 2016), 32

spoon and show it to the students. Many concrete words that teacher can give to young learner as a like animal, prophesy, plant, etc. the important one is the teacher has to understand that the young learner needs something tangible for their understanding and the teacher have to give stimulus to make critical thinking.

It can be concluded that the young learner should though the concert vocabulary to help them understand the new word. Not only understand the meaning of new word but also, they can use the word correctly. The concrete word will help them to master vocabulary quickly.

3. The Kind of Vocabulary

A learner of the new language has to understand the vocabulary knowledge and work on improving it to produce the language. So, knowing a word means understanding abundant facets of the vocabulary knowledge that is a multidimensional and complex construct. Scrivener stated that an important consideration for teachers planning vocabulary work is the distinction between receptive and productive vocabulary[10].

a. Productive vocabulary is the sets of words that are used in spoken communication. In the other theory, productive vocabulary means the knowledge to produce a word when the learner can use it in their writing or speech[11]. Good pronunciation might be encouraged getting

[10] Oktafya Sefti Inggit "Improving Students Vocabulary Mastery through Pictionary Game in English Language Teaching", *Skripsi*, (September, 2014). 27

[11] Avan Kamal Ajiz Faraz. *Effective Strategy for Turning Receptive Vocabulary into Productive Vocabulary in EFL Context*. Downloaded at

the sounds and the stress right. While according to Nation productive vocabulary use involves wanting to express meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form. It's mean that to use the productive vocabulary, the students must know how to pronounce it well, must be familiar with the collection, and understand the connotation meaning of the word or produce language forms by speaking and writing to convey messages to others. The productive power of the model was substantially increased[12]. So, the productive vocabulary lately has increased well, many lecturers assert that the students should be often using a productive vocabulary.

b. Receptive vocabulary is the use of words that we recognize and understand but tend not to use ourselves or the capability to comprehend a word when the learner hears or sees it. Receptive vocabulary size is much larger than their productive vocabulary size[13]. According to Nation (2001: 25), receptive vocabulary uses involve perceiving the form of a word while listening or reading and retrieving its meaning. Receptive carries the idea that we receive language input from others

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https://files.eric.ed.gov/fulltext/EJ1077387.pdf. Journal of Education and Practice. (Pandeglang: 15.36) 2021

[12] David K. Dickinson, Tanya R. Flushman, Jill B. Freiberg, *Vocabulary, Reading And Classroom Supports of Language*, (New York: Palgrave Macmillan. 2009), 24

[13] Avan Kamal Ajiz Faraj, *Effective Strategy for Turning Receptive Vocabulary into Productive Vocabulary in EFL Context"* (Iraq: University of Sulaimani ,2015), 11

through listening or reading and try to comprehend it. Based on Haycraft receptive vocabulary is "words that the students recognize and understand when they occur in a context, but he cannot produce correctly"[14]. Shortly, Receptive vocabulary knowledge means the capability to comprehend a word when the learner hears or sees it.

To summarize the explanation above, productive vocabulary is a word that is spoken or expressed through speaking or writing that has a meaning. While receptive vocabulary is trying to understand the other speech both in spoken and written.

4. The Important of Vocabulary

Vocabulary is a vital aspect of language because it appears in every skill of language; there are listening, speaking, reading, and writing skill. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed[15]. This is how the linguist David Wilkins summed up the importance of vocabulary learning. That is why everybody who learns English or a certain language should know and understand the words. According to Cf. Daller, Van Hout and Treffers-Deller, everyone can speak different kinds of lexical diversity, and one particular kind might be more important for children's vocabulary

[14] Evelyn Hatch, Cheryl Brown, *Vocabulary, Semantic and Language Education,* (England: Cambridge University Press, 2001), 370

[15] Schott Thornbury, *How to Teach Vocabulary,* (England: Blue Stone Press, 2002), 13

development than another kind[16]. Vocabulary is the main tool for students in their efforts to use English effectively. When faced with a native English speaker, when watching a film without subtitles or when listening to a favorite English song, when reading a text, or when writing a letter to a friend, students will always need to understand the words. Vocabulary is the ultimate expression, having an extensive vocabulary will help some to express their self clearly and communicate well with clarity[17]. Vocabulary is very important thing in a language because it can be listing of the words used in some enterprise, a language user's knowledge of words and the system of technique or symbol serving as a means of expression. The importance of rich vocabulary for successful literacy has the development of children has established over the past decades. It has been shown in several studies that children's vocabulary knowledge is over great value in practicing eventual school. Vocabulary and other language abilities are being of central importance[18].

Linguist David Wilkins argues that: "without grammar there is little to convey, without vocabulary there is nothing to convey". Indeed, people need to use words to express themselves in any language[19]. Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary:

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[16] David K Dickinson, Tanya R Flushman, Jill B Freiberg, *Vocabulary, Reading and Classroom Support for Language*, (New York: Palgrave Macmillan, 2009), 22

[17]Master Class. *"The Importance of Vocabulary"*, 5 Maret 2021 2020 https://www.solopress.com/blog/print-inspiration/the-importance-of-vocabulary/.

[18] David K. Dickinson, Tanya R Flushman, Jill B Freiberg. *Vocabulary, Reading and Classroom Supports for Language*, 50

[19] Esai Inggris. *The Importance of Teaching and Learning English Vocabulary Essays*, 15 April 2021, https://www.ukessays.com/essays/english-language/the-importance-of-teaching-and-learning-vocabulary-english-language-essay.php.

knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. Many experts have realized that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. Richards and Krashen, as cited in Maximo state many reasons for devoting attention to vocabulary. "First, a large vocabulary is, of course, essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem''[20]. Mastery vocabulary can support them in speaking when they are communicating to people, can write and translate the meaning of words when they definite English. It has long been recognized that an important component of learners' vocabulary knowledge may well be familiarity with the patterns associated with collection and colligation[21]. At this time, vocabulary is to be the main concern in learning the English language, as we know before that vocabulary is the basis of the language. Before the young learner study to a high level, they should be focused to increase vocabulary because of it will make them master other skills in English.

The statements above indicate that is important to learn vocabulary because it will be the foundation for learning English. So that, mastery vocabulary can

[20] Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to be taught", *International Journal of Teaching and Education*, (December, 2004)

[21] Alison Sealey, *Exploring Vocabulary with Young L1 Learners: the Contribution of a Corpus,* , (New Yorl: Palgrave, 2009), 45

support them in speaking when they are communicating to people can write and translate the meaning of words when the definite English.

5. Teaching Vocabulary to Young Learner

Teaching English to young learners (TEYL) is not simple or straightforward. On the contrary, the teacher of children needs to be highly skilled to reach into children's worlds and lead them to develop their understanding towards the more formal, more extensive, and differently organized concept. Primary teachers need to understand how children make sense of the world and how they learn. Teaching English to Young Learners (TEYL) is designed to introduce you to the theory and practice of teaching English as a foreign language (EFL) to young learners 3-10 years old. Studies of young learner starting school has shown how much differences there often is between language use and activities at home and activities at school, but how quickly children work out what is expected of them and how to fit into the new patterns of interaction[22]. As a teacher should understand the physicist of the children, it will help the teacher what should they do to make the student encourage in learning English. Through engaging videos and practical readings, it will explore approaches for teaching English to children that are not only effective but also fun and engaging. Teaching children can be a real adventure to teachers and the children would request so much creativity, patience, ingenuity. For children learning the vocabulary of a foreign language, this partial knowledge

[22] Lynen Cameron, *Teaching Language to Young Learner,* (England: Cambridge University Press, 2001), 21

issue is compounded. Some of the foreign language words will map on to word meaning that is already fully formed in the first language. So that why, the teacher should learn the techniques for teaching new vocabulary that encourage student participation. Vocabulary has moved to center stage in foreign language teaching in recent years, backed by substantial and increasing research[23].

Building up a useful vocabulary is central to the learning of a foreign language at the primary level. Thornbury states that the child needs to learn how far to extend the concept of a cat. "In other words, acquiring a vocabulary requires not only labeling but also categorizing skills"[24]. According to Finochiaro, the vocabulary will make students practice life and will strengthen the belief that English can be used to express the same ideas or feeling, they express in their native language[25]. The sooner students are able to communicate ideas in English; the more motivated they will be, so giving them a bank of vocabulary to draw on is necessary– starting with nouns and adjectives. Furthermore, the children should meet and use the words in relevant contexts in order to fix them in their minds. This helps establish their relationship to other words so that a vocabulary network is built up. To help the learners understand it is important to visualize the item and get the pupils to repeat or use the item actively. One good way of doing this is to let them see or perhaps touch the vocabulary item, for instance, a house. We need to

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[23] Lynne Cameron, *Teaching Languages to Young Learners*, (UK: Cambridge University, 2001), 72

[24] Lenka Pribilova, *Teaching Vocabulary to Young Learner*, (England: Longman, 2006), 15

[25] Finochiaro Mary, *English as a second language from theory practice*, (New York: Regents publishing Co Inc, 1974). 5

let them repeat it in different ways and they should be given a chance to listen to the teacher talking about it.

Although children seem to learn new words very quickly, they will also forget quickly, so it is very important to give them lots of practice of vocabulary to help them remember the new words or vocabulary. Since mere practicing can be extremely boring and tiring to young learners, teachers should be creative, they should wrap practicing in games, role plays and singing songs, activities that seem to be just fun and play but in fact involve real learning. Games help and encourage many learners to sustain their interest and work. Based on Rixon "*By ´fun and games´ I mean all those activities that we loosely think of as involving play and enjoyment. Singing, clapping hands, chanting rhymes, solving puzzles, drawing, coloring, model-making, games"*[26]. Games also help teachers to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games provide one way of helping the learners to experience language rather than merely study it. According to Rixon "By ´fun and games´ activities that we loosely think of as involving play and enjoyment as singing, clapping hands, chanting rhymes, solving puzzles, drawing, coloring, model-making, games"[27]. Example of the games is the teacher can use guesswork in the fable book, fill in the questions

[26] Lenka Pribilova, *Teaching Vocabulary to Young Learner,* (Turki: Masaryk University 2006), 25

[27] Lenka Pribilova. *Teaching Vocabulary to Young Learner*, 24

and others. Teaching vocabulary to young learners should use concrete media like pictures, stories, or picture-book like a fable book. The concrete media will help them to imagine the meaning of the word. The picture provides for meaning, contextualizing the language to be used. Then, the structure of the grid support concept, by using a graphical way of representing times of day and avoiding the need to do this through language[28]. Based on Wright, Betteridge and Buckby, the students need for meaningfulness in language learning has been accepted for some years[29]. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them.

In conclusion, to arouse their interest and make them eager to learn a foreign language at such a young age, we should understand who they are, how they 'work' and the way they think, act, behave, the way their little brains function and assimilate new knowledge. The teacher should help and guide them to remember the vocabulary that they have known by games, songs, playing etc.

B. Fable

1. The Definition of Fable Book

The word fable is derived from the Latin word fibula, which means "a story," and a derivative of the word far, which means "to speak". Fable is a literary device

[28] Lynen Cameron, *Teaching Language to Young Learner,* (England: Masaryk University, 2001), 26

[29] Rate, *Teaching Vocabulary to Young Learners Using Songs and Games,* September 24, 2002, *https://rate.org.ro/blog2.php/1/teaching-vocabulary-to-young-learners*

that can be defined as a concise and brief story intended to provide a moral lesson at the end[30]. Another definition, a fable is a type of story that shows something in life or has a meaning to a word[31]. Fables are often called moral stories because the messages in fable stories are closely related to morals[32]. A fable teaches a lesson or suggests a moral from it and starts in the middle of the story that means, jumps into the main event without a detailed introduction of characters. The characters of a fable may be animals, plants, and legendary creatures. Fable not only text tells of animal life but also tells of life humans with all their characters. Hegel thus comes upon a decisive semi-logical aspect of the fable, namely, 'the tendency of the narrative material to split in two and to go in two different verbal or semiotic directions – on the one hand, into narrative proper, an anecdote, in which either human or animal characters are shown doing something with certain results or outcomes. According to Websteros dictionary fable is a brief fictitious story embodying morals and using persons, animals or inanimate objects as characters a falsehood or lie. When animals are used in fables, they think and talk like people, even though they act like animals. For example, in a fable a clay pot might say that it is frightened of being broken.

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[30] "Definition and Examples of Literary Terms", *8 Descember* 2020, *https://literarydevices.net/fable/*

[31] Master class. *What is Fable?*, 17 December 2002, https://www.masterclass.com/articles/writing-101-what-is-a-fable-learn-about-the-4-central-characteristics-of-a-fable-and-4-famous-fable-examples#what-is-a-fable

[32] Titik Harsiati, Agus Trianto, E. Kosasih, *Bahasa Indonesia*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), 194

Usually, the stories told by fables are very simple. To understand a fable, the reader or listener does not need to know all about the characters, only one important thing. For this reason, animals are often used in fables in a way that is easily understood because it is always the same. They keep the same characteristics from story to story. Human being is much more likely to be swayed by a good story then they are by graphs and number[33]. In the other hand, many fable use animals as the character, although fable can use other character as like people, plant and others but the character of fable is more familiar using the animals than other character. Furthermore, Krishna Aesop's fable can be used by parents and teachers as learning material for children in order to teach morals and build good character to children[34]. Concerning to explanation above, a fable is a short story that teaches a lesson or conveys a moral. The reader will find a lot of personified animals in fables, like talking turtles and wise spiders. Fables are closely associated with fairy tales. While fairy tales can also feature talking animals, they don't have to feature a solid moral or lesson as fables do. Fairy tales are more focused on entertainment, often with fanciful pops of magic and color. In the fable, not only interesting story with a picture and color that enjoyed by the reader, but also there is some advises that can be realized in the real life.

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[33] Damodaran Aswath, *Investment Fables Exposing The Myths of "Can't Miss" Investment Strategies,* (England: Cambridge University Press, 2001). 34

2. The Kind of Fable

Types of fables can be categorized based on the time they appeared. The types of fables are as follows[35]:

a. Classical Fable

Classic fables are fairy tales that have existed since ancient times and it is not known when their appearance was. Classical fables were passed down orally from generation to generation, for example the story of the hare and the crocodile, the crow and the eagle, the turkey and the hawk, the ant and the grasshopper, and others. Classical fable characteristics;

1) Classic fables are usually very short

In the classic fable, the story is not too long and complicated, and not many characters in it. However, it does not reduce the characteristics of the fable itself.

2) The Simple Theme

A theme is the main idea or main idea in a story (whether it's a fairy tale, short story, fable, etc.) the theme covers the whole story (the main thing). There is not too much conflict in classic fable. Therefore, the theme raised in the classic fable is very simple.

[35] Samhis. *Fable*. 30 September 2020, https://www.gurupendidikan.co.id/pengertian-fabel/

3) Thick Advice / Morals

Classic fables are loaded with moral messages or advice to their readers. Children can enjoy the story while getting advice in the fable story. Advice that is packed with stories like in the fable will make it easier for parents to educate their children. Usually, children will more easily accept the advice from the story.

4) Inherent animal nature

In the classical fable the characters using animals are still very thick or called by animal characters in the fable still have animal characteristics. Almost all fable books in ancient times used animal characters such as the well-known book, namely: The fox and the grapes, the lion and the mouse, the tortoise and the hare, the fox and the crow, and many famous tittles that can't mention one by one. Can be seen the famous title in the past is about the animal. In conclusion, inherent animal nature is to be one of the characters in the fable book.

b. Modern Fable Book

Modern fables are stories whose emergence not too long ago which were made as a form of literary expression of their authors. Modern fable features:

1) Modern fable stories can be long or short

   Modern fables with classic fables certainly have different characteristics. If the classic fable the story in it is very short, but the story in modern fable has a long story as well as a short one. a long story is a story that is composed at length, usually has many characters and complicated conflicts. Whereas, short stories tend to be solid and to the point

2) Complicated Theme

   The theme of the story tends to be more complicated than the classical story. The theme of the story tends to be more complicated. One of the characteristics of modern fable is that it has a long story, therefore the themes in it will be more complicated because there will be many characters involved in the story and many conflicts that will occur.

3) Unique character

   The character of each character in modern fable is made unique. The characters used in modern fables are more unique, starting from the character selection, the way of speaking, and the attitudes played by the characters themselves.

4) Using Epic Story or Saga

   Epic or epic stories, often stories in the form of poetry or prose that tell the story of someone's heroism which is usually related to historical

events. According to Simorangkil 1953, Epic is a way of conveying an event or situation that is presented in an objective description. The objective meaning is that the writer's feelings and opinions are denied, so that what is conveyed is the actual event[36]. In the other hand, epic is a story that tells the history of the struggle of a hero, usually tells the main character who is famous for his supernatural powers, extraordinary and able to overcome all kinds of obstacles in a dangerous adventure. When reading the epic, it is as if we are taken to the past, the style of language and the painting of events with beautiful words.

3. The Advantage of Fable Book

Traditionally, vocabulary has not been a particular subject for students to learn, but has been taught within lessons of speaking, listening, reading and writing. During the lesson, students use their own vocabulary and are introduced to new words provided by the teacher and classmates which they apply to classroom activities. For many learners of English, whenever they think of vocabulary, they think of learning a list of new words with meanings in their native language without any real context practice. A number of learners may share the same experience of looking up words in a bilingual dictionary to find their meanings or definitions when they encounter new words. They may even write down lines of

[36] Wulandysh4791, Apa itu Epic atau Saga", 7 April 2021 https://brainly.co.id/tugas/27004174#:~:text=Jawaban,-4.0%2F5&text=Jawaban%3A,biasanya%20berkaitan%20dengan%20peristiwa%20sejarah.&text=Ketika%20membaca%20epic%2C%20kita%20seolah,dengan%20kata%20yang%20begitu%20indah.

new words without any idea of the real use of them in context. Working this way, after a short period of time, many learners may find out that learning vocabulary in lists does not satisfy themselves, and they think the cause for it is just their bad memorization, Gnoinska. Research and publications have shown that this is not a very effective way to study. Decarrico stated that words should not be learnt separately or by memorization without understanding[37]. From the statement, it can be concluded that the students will be difficult to remember the new word when they depressed and bored in the learning. They should be given fun learning especially with young learner.

By using fable books as teaching media, young learner will be more interested in participating learning. When young learner feels interested in learning, then automatically they will digest well what is in the book. In the fable book, it is also equipped with concrete pictures and attractive colors both will make young learner easier to remember new vocabulary. In fact, not only can improve children's vocabulary but can help students think creatively and improve their imagination skills. According to Nurbiyanti children's stories are a tool or media used by teachers to improve students' abilities in developing the child's imagination[38]. Based on the 2013 curriculum, it is stated that literary skills (including fables) have the main function of refining character, increasing humanity and social care,

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[37] John J. Pikulski, Shane Templeton *"Teaching and Developing Vocabulary: Key to Long-Term Reading Success"* Article Current Research

[38]Ni Luh Putu Ning Septyarini Putri Astawa *"Buku Cerita Fabel Berbasis Pendidikan Karakter Untuk Siswa Sekolah Dasar Kelas Tinggi"* Journal (December: 2019).

fostering cultural appreciation and channeling ideas, imagination and expression in a constructive manner, both oral and written[39]. So, fable book is not only transferring the knowledge of teachers to their students, but also about increasing or sharpening the sensitivity of students, both in terms of emotion, imagination, and aesthetics. Fable book learning in schools is directed at the formation of humans who have sensitivity and insight into the beauty of animal stories as well as have a strong inner provision to interpret life.

In addition, learning foreign languages with fable books makes students have-fun, hone imagination, explore experiences, develop brain intelligence, improve language skills, deepen the socialization process, understand the value of beauty, and get to know culture.

C. Review of Previous Research

Related to the present research, the researcher need to review previous research of similar topic in order to find out similarities and differences between the previous research and this research. The previous research that used by the researcher are:

1. Thesis of Sinta Kusum "developing vocabulary through card in English learning at fifth elementary school" PGMI the State Islamic university Raden Intan Lampung faculty of education and teacher training 2018. The author did the research at SDN 1 Harapan Jaya Bandar Lampung

[39] Achmad Duski *"Nilai-Nilai Karakter Bangsa Pada Buku Kumpulan Dongeng Fabel Karya Kevin Van Embis Dan Implementasinya Pada Pembelajaran Bahasa Dan Sastra Indonesia Di SMP"* Article, (August: 2015)

and MIN 7 Bandar Lampung and the author used research and development method. R & D is the best method to develop media in learning. In analyzing data, the researcher use observation, interview, questionnaire, and documentation. The significant improvement of using card in improving student's vocabulary is proved. Cycle 1 the score get 61% and cycle 2 get 96 %. This indicates that the material seen in some aspects is valid and ready to be used[40].

2. Thesis of Nur Azizah "developing fable book as media in Indonesia learning process at the third grade of elementary" PGMI the State Islamic university Maulana Malik Ibrahim Malang faculty of education and teacher training 2016. The author did a researcher at MI Darusalamah Tajinan and the author use research and development as method. R & D is a suitable method to develop media learning. In analyzing data, the author use interview, questionnaire and test. Based on the data analysis, the score of pre-test is 63, 33 and the post-test score is 80, 33. It's showed that the illustrated writing has a significance improvement in learning[41].
3. Report of research by Widya Adhariyanty Rahayu and Suastika Yulia Riska "developing English vocabulary learning using game English

[40] Sinta Kusuma, *"Developing Vocabulary Through Card In English Learning At Fifth Elementary School"* Skripsi. 2018

[41] Nur Azizah *"Developing Fable Book as Media in Indonesia Learning Process At The Third Grade Of Elementary"* Skripsi. 2015

with I do" The author's did a research at major of Technic Informatics STMIK Asia Malang and Management STIE Asia Malang. This research use research and development (R & D) because research and development is a research design aimed at developing educational products, like curriculum, syllabus, textbooks, instructional media, modules, assessment instrument, etc. In analyzing data the author's use questionnaire and interview. The result of this research, the expert of media gives the score 77, 08 % and the expert of content gives the score 75 %, it is mean that the game English with I do can use as a media in vocabulary learning[42].

Based on the previous research above, the researcher want to conduct the similar research above English vocabulary using fable book. The researcher use the fourth grade student of SDN Panjangjaya 1as the subject of the research. The difference between those researches and this research can be seen in what aspect that the research does. In this research, the researcher wants to describe about developing fable book as media to increase students' vocabulary mastery.

[42]Widya Adhariyanty Rahayu and Suastika Yulia Riska *"developing English vocabulary learning using game English with I do"* Report of the Research. 2017.