



CHAPTER I

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1.1 Background of the Study

In this modern technology, English becomes an important foreign language, especially in Indonesia. That is why, in Indonesia English is compulsorily taught to students starting from junior high school and optionally taught to elementary school students. One of the most important objectives in learning English is that students are expected to be able to use it for communication.

According to the 1994 curriculum(Educational and Cultural Department of Republic of Indonesia), English may be taught as an elective subject at the elementary school, starting from the fourth grade. In relation to the language learning, Lennerberg (1966) states that normally children begin to learn language when they start to talk at age of two. Therefore, according to Kasbolah (1992:11-12), teaching English as a foreign language to children is very interesting because it is assumed that young students have capacity for learning and acquiring a new language more easily than adults.

Among the three language components (distinctive sounds, vocabulary, and grammar), vocabulary is the basic. Vocabulary is an important part in the process of mastering basic language skills (listening,

speaking, reading, and writing). Fries in Shirley (1998) states that learning a language practically always means primarily learning the words of that language.

Based on the writer's experience when she was at the elementary school, teaching vocabulary using monotonous technique can make the students bored and not interested to learn vocabulary. In order to increase students' motivation, the writer thinks that storytelling can be used as one pleasant way or variation to motivate children in learning English, especially in learning vocabulary. In connection with the effort to motivate young learner to learn English more and to see whether storytelling can be effectively used, the researcher conducted this study.

1.2 Statement of the Problem

Based on the background of the study, the writer states the problem of this study: "Is there significant difference between the vocabulary achievement of the students taught using story telling and those taught using word list?"

1.3 Objective of the Study

Generated from the research question above, the objective of this study is to prove whether there is significant difference between the vocabulary achievement of the students taught using story telling and those taught using word lists.

1.4 Significance of the Study

The result of this study is expected to be a meaningful feedback for the teaching of vocabulary to young learners. The way of presenting storytelling in vocabulary teaching and the effectiveness of its use on students' vocabulary achievement are conducted in this study.

1.5 Scope and Limitation

In this study the writer limits her study on teaching vocabulary using storytelling as a means to make the teaching learning activities more attractive for elementary school students. The reason to use story telling is because story is very popular among children. They can share social experience in listening the story, such as laughter, sadness, and excitement. Those social factor also can help the children to build up their self confidence

1.6 Definition of Key Terms

To avoid misunderstanding, several key terms used in this thesis need to be defined as follows:

1. Effect

Effect here means something acquired as the expected result of action (Webster, 1986:724).

2. Storytelling

“Story” according to Webster (1986:2253) is the background information that clarifies a situation or affair, and “telling” means to express in words. So, “storytelling” in this study means expressing the information that clarifies a situation or affair in words orally to the other persons.

3. Vocabulary

According to Hornby (1974:978), vocabulary is a total number of words with rules for combining them to make up a language.

4. Achievement

Achievement is the degree at which students have mastered what they have learned after a period of time (Webster, 1991:494).

5. Young learners

Young learners refer to children right from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Sarah Phillips, 1993:5).

1.7 Theoretical Framework

There are three theories that support this study. They are : the theory of language teaching and learning for young learners, the theory of teaching and learning vocabulary, and the theory of teaching media/technique.

The first is theory of language teaching and learning for young learners. Teaching language to young learners is different from teaching language to adults. According to Kerstein Klein (1993), young children tend to change their mood every other minute, and they find it extremely difficult to sit still. On the other hand, they show a greater motivation than adults to do things that interesting for them. Another generalization about children's learning comes from Lev Vygotsky (1962). He said that children learn in social contexts. This argue suggest that children do not only need direct experience, but also experiences where they are interesting with and learning from others (in this case both adults or other children). Here, the teacher as the facilitator for the children to learn a language.

The second theory is the theory of teaching and learning vocabulary. The use of context in the vocabulary is more useful for the students to retain the word for along time. In line with this, Brenda (1983:21) in Shirley (1998), states that illustration of words in various sentences are more helpful for students than lexical explanation. This opinion is supported by Dobson (1972:21), that a word or idiom in any languages is best learned in contexts, since the part of a sentence that occur just before and after a vocabulary item determine its exact meaning.

Third theory is teaching media/technique. There are a lot of media/technique in teaching vocabulary to young children. The interesting one is story telling. According to Wright (1993:6), stories which rely so much on words offer a major and constant source of language experience

for children. There are many different kinds of stories to tell; for example folk and fairy tales, myths and legends, nature and animal stories, historical and biographical stories, Bible stories, stories for special occasions, such as Christmas, Halloween or Thanksgiving, tales of adventure, anecdotes or jokes and modern short stories (Gough 1937:218).

Thus, from storytelling the writer hopes that the students are more interested and motivated in learning English.

1.8 Hypothesis

There are two hypotheses in this study. One is called the Null Hypothesis (H_0), and the other one is called the alternative Hypothesis (H_a). In this study the Null Hypothesis (H_0) is become the Research Hypothesis and used to test statistically. In the line with the topic and the research questions of this study, two types of hypotheses are formulated as follows:

H_0 : There is no significant difference between the vocabulary achievement of the students taught using storytelling and those taught using wordlist.

H_a : There is significant difference between the vocabulary achievement of the students taught using storytelling and those taught using wordlist.

1.9 Organization of the Study

This thesis consists of five chapters. In chapter I, the writer discusses the introduction of the thesis. Chapter II is review of related literature. research methodology is in chapter III. Chapter IV presents research findings. The last chapter, chapter V, presents the conclusion of this study; it consists of summary and suggestion.