

CHAPTER 1

INTRODUCTION

The purpose of this study is to explain the background of the problem which the researcher chooses to do a study of this topic. This chapter includes the background of the problem, statement of the problem, objective of the study, the significance of the study, the hypothesis, theoretical framework, scope and limitation, the definition of key-terms, and the organization of the study.

1.1. Background of the Problem

Richards and Renandya (2002) indicated that vocabulary is a core component to learn language and is considered to be the most important component to learn English (p.255). Since it is really important, it must be taught and be given to the students since the very first grade of school. Children can amazingly learn new vocabularies at the rate of approximately 2000-4000 words each year (Brabham & Villaume, 2002). It means that young age is the best age to learn vocabulary since the children can easily remember and recognize word. The most important thing of learning vocabulary is to get the meaning of the words (Bintz, 2011). Not only knowing the meaning of the words, but the children must also be able to use it in daily life context. Children need to master many kinds of word so that they can improve their skills in English.

Recently, there are so many techniques that can be used by teachers to teach vocabulary to children, such as drilling, games, song, storytelling, role play, and many more. To teach vocabulary especially to young learners, teachers need to be creative so that the students will not get bored in the classroom. Dujmovic (2006) stated that stories are motivating and fun and can develop positive attitudes towards language learning. By using stories, the teacher can also introduce or revise new vocabulary to the students. The writer is interested conducting a research in teaching vocabulary to young learners by using storytelling.

Using storytelling to teach vocabulary to young learners is considered to be a fun technique because students not only learn the new words found in the story but they can also use their imagination while the teachers are delivering the stories. Besides, it can help develop positive attitudes towards language learning. Furthermore, listening to a story allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar context, which will enrich their thinking and gradually enter their own speech. It is assumed that storytelling can be one of techniques to improve students' achievement in vocabulary.

1.2 Statement of the Problem

This study is conducted to answer this question:

Is there any significant difference on the vocabulary achievement of fourth grade elementary school students before and after they are taught vocabulary using storytelling?

1.3. Objective of the Study

The purpose of this study is to know whether using storytelling in teaching vocabulary to fourth grade of elementary school students will improve their vocabulary achievement or not.

1.4 The Significance of the Study

This study can give an idea to the teacher of four grade students to use storytelling as an alternative technique to improve vocabulary achievement of the students.

1.5 Hypothesis

Ha : There is a significant difference between the vocabulary achievements of four graders of elementary school students before and after they are taught vocabulary using storytelling.

Ho : There is no significant difference between the vocabulary achievements of four graders of elementary school students before and after they are taught vocabulary using storytelling.

1.6 Theoretical Framework

The role of vocabulary becomes the most essential part to learn language. The development of vocabulary has become the most important literacy instruction (Glende, 2013). To perform well in the oral and written communication, vocabulary becomes the most essential thing that should be mastered. Talking about English lesson, vocabulary has been taught to the students since the very first grade of school. Students need to master many kinds of word, not only how to spell and what is the meaning in their own word, but also how to use it in communicating with others.

It seems that teaching vocabulary does not really become a challenge to the teachers, but if we deeply look inside the understanding of the students, some of them may not really comprehend it well. After they are given several new vocabulary, they may understand the meaning of those words, but students seem to be struggling to use it in daily life communication. ESL students still struggle in learning vocabulary when they are confronted with any content area and relate it with four skills in language which are listening, speaking, reading, and writing (Nam, 2010). The teachers need to be creative to teach vocabulary in the classroom and try to give variety of teaching techniques in the classroom so that the students will not only understand the meaning of vocabulary given, but use it in the daily life context and to communicate with others.

When young children learn new vocabulary item, it will directly add new concept in their mind (Linse, 2005). Young age is the best age to add new knowledge to the children. They will learn fast and memorize better than adult. That is why, learning vocabulary items to master English language should be given since the very first grade of school. Teacher must help the students to master the learning strategy of vocabulary by giving various techniques and instructions. Nowadays, there are various techniques that the teacher can use to teach vocabulary to young learners. One of the technique that can be used is storytelling.

Storytelling is different from story reading. Here the storyteller must deliver the story as if he/she really in the story. It makes the listener easy to get involved in the story and make the listeners easy to imagine how the story is going on. Story is as important as our life journey and occurs in human time (Gesler, 1997). By listening to a story, students can relate the story to their daily life context. Besides, story can create closeness among the storyteller and the listeners. That is why storytelling is considered as a suitable activity to teach vocabulary to the young learners.

1.7 Scope and Limitation

This study limited on the subjects which are elementary school students grade four. The writer chose grade four of elementary school students because they

have already mastered many kinds of vocabulary which help them to understand the story well.

1.8 Definitions of Key-Terms

Storytelling

Geisler (1997) stated that storytelling is delivering stories to one or more listeners using variety of voices and gestures (p.3).

Vocabulary

Hatch and Brown (1995) found that vocabulary as a list or set of words for a particular language which can be used by individual speaker of language (p.1).

Vocabulary Achievement

Achievement according to Cambridge dictionary is something very good and difficult that you have succeeded in doing.

In this research vocabulary achievement means the score in a vocabulary test that each student succeeded in doing.

Young Learners

There are some definitions of Young Learner differing at age range, but in this study young learners are the students of Elementary School who are at grade four up to grade six at the age between 9-12 years old (Hoesein, 2012) .

1.9. The Organization of the Thesis

This thesis consists of five chapters. The first chapter consists of the background and introduction. Chapter two consists of the review of the related literature. Chapter three consists of the research method. Chapter four consists of the data analysis and discussion. And chapter five consists of the conclusion and suggestion.