

CHAPTER I

INTRODUCTION

THE EFFECT OF USING PICTORIAL STORY TELLING AND SONGS IN TEACHING VOCABULARY ON THE ENGLISH VOCABULARY ACHIEVEMENT OF THE ELEMENTARY SCHOOL STUDENTS

CHAPTER I INTRODUCTION

1.1. Background of the Study

Learning English as a foreign language is not a new thing anymore in Indonesia. English as an International language becomes an important language in almost all fields in this globalization era. Therefore, it's no wonder if English begins to be taught in schools. Primarily, English was only taught to Junior High School and Senior High School students, but nowadays English is taught to students starting from Elementary School.

There are many purposes why English is taught to Elementary School students. The purposes are: (1) to introduce English as a foreign language to children at the early age as soon as possible, (2) to teach and implant the language skills and language components early so children have a strong foundation and deep understanding about English, and (3) to make children learn easily than when they are mature enough.

According to the 1994 curriculum, English may be taught as an elective subject at the Elementary School, starting from the fourth year (Imelda, 1998: 1). However, *Hundelson* as stated by *Imelda* (1998: 1) says that nowadays the teaching of English as a foreign language is expanding in many places into primary (elementary) school. Therefore, teaching English as a foreign language to beginners of Elementary School is very interesting because it is assumed that

younger students (in this case Elementary School students) have the capacity for learning and acquiring a new language (in this case English) more easily than adults (*Kasbolah in Imelda, 1998: 1*). Moreover, *Burns (1984: 152)* says that children increase their vocabularies at a rapid rate during the elementary school years.

There are some considerations that should be noticed when teaching English to young learners. First, what should be taught to Elementary students?. Mastering a language means learning the language components (phonology, vocabulary and grammar) and language skills (listening, speaking, reading and writing). Among the components, vocabulary becomes the important part that should be mastered by the beginner learner of English. This statement is averred by Fries (*Imelda, 1998: 2*): "Learning a language practically always means primarily learning the words of that language." *Morris (1968: 29)* says: "Vocabulary is unquestionably a major consideration." Moreover, *Burns (1984: 151)* states that children's sight vocabularies should be built from words they already comprehend, words that are part of their meaning vocabularies. *Jones in Burns (1984: 152)* also says that vocabulary development is an important component of the comprehension skill.

It seems difficult to teach vocabulary to children because teaching children is not the same as teaching adults in many aspects. According to *Helaly (Imelda, 1998: 2)*, children, unlike adults, are not self motivated and do not have an immediate need to learn English. They are not concerned with jobs or university degrees that require the knowledge of English and they can not conceptualize from abstract things very easily.

The second, what technique can be used to teach young learners? Teaching vocabulary needs a special technique which is suitable to the age and the level of the students. Most of the English teachers still use a vocabulary list to teach vocabulary to their students. Students are bored enough to see lines of vocabulary list and to memorize them. It seems that this old-fashioned technique is not effective to be used to teach vocabulary to the beginning learners, especially children. Based on that reality, the writer tries to suggest an interesting way to teach vocabulary to the Elementary School students through pictorial story telling by using Walt Disney Animation cartoon story book as the media. According to *Blatt and Burke in Burns (1984: 340)*, vocabulary lessons are lively and fun when the class uses trade books for word play and for learning interesting features of words. And according to *Helaly in Imelda (1998: 3)*: "Songs, story-telling, the drawing of maps and pictures, gardening, show and tell, Simon says, puzzles, etc., may be used to make the English lesson interesting." As interesting activities, they hopefully can improve the children's vocabulary besides meeting the children's need of their world that is full of fun, fantasy, imagination and happiness.

We know that listening to stories and singing a song are the activities that children usually like to do. Young children like to listen to stories told by adults –parents, grandparents, aunties, teachers and even from their playmates. In fact, telling stories is a favorite bedtime activities. When a student of the first grade of elementary school arrives home after school time, he may tell stories that his teacher told to him with enthusiasm. He as if enchanted by that stories and repeat the words that he heard before. A little girl of the same level may arrive at home

with a smile while she is singing a “Twinkle Twinkle Little Star” song that she learnt from school and dancing around her parents. She may remember that song word by word and sing it again and again with happiness. It is amazing to know how children remember the new words used in the stories and songs. This means that they learn new vocabularies while they enjoy the activities.

Related to this fact, it can be accepted that these two kinds of activities can be good techniques to teach vocabulary to young children. This is also in accordance with what is said by *Braker* in *Imelda* (1998 : 6) who does not agree if one learns new words in a list and he continues to say that new words should be learnt in context. According to *Kundu and Patra* (*Imelda*, 1998 : 3), story telling can make learning experiences more concentrated realistic or dynamic to young learners. This statement is also strengthened by *Tooze* (1959 : 78) who says that story telling is not just to enrich vocabulary, but it may give awareness of the power of the spoken words. Moreover, *Imelda* (1998 : 10) also adds that a story contains natural repetition of key vocabulary and structure.

Songs are also a magic tonic to learn vocabulary. By singing a song, children learn vocabulary while they manage to entertain themselves and keep them from getting bored (*Berghouse*, 1975 : 281). *Monreal* (1982 : 44) avers : “Well-chosen songs can provide excellent practice in pronunciation, stress, rhythm, and intonation, as well as sentence patterns and vocabulary review.” Moreover, in a song children learn to introduce new words in a context which is meaningful and easily to be remembered (*Grenough* in *Gunawan*, 1999 : 16).

Based on the above background, we can see that both story telling and songs are good techniques to teach vocabulary to children. Therefore, in this

study the writer is challenged to compare both techniques to teach vocabulary to the elementary school students.

1.2. Statement of the Problem

Based on the reasons stated in the background of this study, there is a question which needs to be answered :

“Is there any significant difference in the vocabulary achievement of the students who are taught vocabulary using story telling and those who are taught vocabulary using songs ?.”

1.3. Objective of the Study

The objective of this study is to find out whether there is a significant difference in the vocabulary achievement of the students who are taught vocabulary using story telling and those who are taught vocabulary using songs.

1.4. Hypothesis

There are two hypotheses that the writer formulates. They are the Null Hypothesis and the Alternative Hypothesis.

H_0 : There is no significant difference in the vocabulary achievement of the students who are taught using pictorial story telling and those who are taught using songs.

H_1 : There is a significant difference in the vocabulary achievement of the students who are taught using pictorial story telling and those who are taught using songs.

1.5. Significance of the Study

This study is conducted in order to give contribution to the success of teaching English to young learners in Surabaya and it is also hoped that the English teachers will know about the advantages of pictorial story telling and songs as the techniques in teaching vocabulary to children.

It is also the writer's sincerest hope that this study will be useful for teaching Elementary School students which is based on the Communicative Approach and Suggestopedia

1.6. Scope and Limitation of the Study

Due to the fact that the matter concerning the teaching and learning English to elementary school students are so broad and there are many strategies used, the writer uses pictorial story telling by using Walt Disney animation cartoon story and songs as the techniques of teaching vocabulary to the elementary school students. The writer uses pictorial story telling and songs because they can create children's fantasy and creativity, and they would be useful to motivate children to learn English further.

1.7. Theoretical Framework

There are three major theories that support this study. The first one is about the theories of vocabulary. The second one is about the theories of story telling and the third one is about the theories of songs.

Sherpherd as stated by *Imelda* (1998 : 6) mentions that vocabulary is basic to communication as one will not be able to communicate easily without

knowing the words he wants to use. *Morgan* (1986 : 3) says : "Words are essential and the lack of words lead to feeling of insecurity." This opinion is also supported by *Brown* in *Imelda* (1998 : 6) that secondary school pupils and adults feel terrible frustration of not being able to say in English just because they lack vocabulary. Thus, learners who have only little and sufficient vocabulary will get troubles in communication and will find difficulty in acquisition process.

Yet, *Kingsley* and *Heffner* (1984 : 1) quote that the essence of mastering vocabulary is learning how to determine meaning, however, learning vocabulary is not simply a memorization task. They suggest that the most effective and the most lasting vocabulary learning comes from a thorough understanding of the word's origin and basic meaning, its structure, and its function in context. Related to this opinion, *Braker* as stated by *Imelda* (1998 : 6) argues that he does not agree if one learns new words in a list. He states that a word standing by itself in a list does not offer clues to its meaning as does a word standing in a sentence. We should learn about unknown words in context by relating it to the meaning of the word surrounding it. Students can not successfully acquire a new language through decontextualized drills and skill exercises (*Ghosn*, 1997 : 16). This opinion is in line with *Brenda* as stated by *Imelda* (1998 : 6) who says that illustration of words in various sentences are more helpful for students than lexical explanation. Moreover, according to *Morris* (1968 : 3) : "A child delights in the sounds of words and indulges in excessive repetition." Therefore, stories which rely so much on words, offer a magic and constant understanding since that language is experienced by the children (*Wright* in *Imelda*, 1998 : 7). Thus, in order to make the students more interested and motivated in learning

vocabulary, the writer uses story telling and songs as mean of teaching vocabulary to elementary students.

1.8. Definition of Key Terms

Before coming to the core of this study, it is better to know some of the key terms used in the title of this study. This is very important in order to avoid misunderstanding. Below are the definition of the following terms :

1.8.1. Pictorial

Pictorial is “a newspaper or a magazine in which pictures are most important feature” (Oxford Advanced Learner’s, 1989: 932).

1.8.2. Animation

Animation is “the art and process of preparing animated cartoons” (The Heritage illustrated Dictionary of the English Language International Edition, 1975: 52).

1.8.3. Cartoon

Cartoon is “drawing, as in a newspaper or magazine, depicting a humorous situation, often accompanied by a caption ; a pictorial joke” (The Heritage illustrated Dictionary of the English International Edition, 1975: 207).

1.8.4. Vocabulary

Vocabulary is “all the words which exist in a language” (Collins Today’s English Dictionary, 1995: 927).

Vocabulary is “all the words which exist in a particular person or all the words which exist in a particular language or subject” (Cambridge International Dictionary of English, 1995: 1628).

Vocabulary is “a list of words, usually in alphabetical order and with explanations of their meaning less complete than a dictionary” (Longman Dictionary of English and Culture, 1992 : 1467).

1.8.5. Story Telling

Story telling is “the art of practicing telling stories” (Oxford Advanced Learner’s Dictionary of Current English, 1995: 1177).

1.8.6. Achievement

Vocabulary is “performance by a student in course quality and quantity of a student’s work during a given period” (Webster, 1986: 16).

Vocabulary is “the degree at which students have mastered what they have learned after a period of time” (Webster, 1981: 494).

1.8.7. Teaching

Teaching is “giving instruction or giving lesson to somebody” (Hornby, 1974: 886).

Teaching is “showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand” (Brown, 1987: 6).

Teaching is “to help students learn about something at a school, college or university” (Oxford Advance Learner’s Dictionary of Current English, 1995: 1225).

1.8.8. Song

Song is “a piece of music sung or composed for singing” (Webster’s New World Dictionary Third College Edition, 1988: 1278).

Song is “a musical composition made up of mutually independent words and music which together produce a unique aesthetic response” (Webster,1986: 867).

1.8.9. Elementary School

Elementary School is” a school at which elementary subjects are taught for the first six years of a child’s education, between 5 and 11 years old” (Longman Dictionary of English Language and Culture,1992: 213).

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 the Review of Related Literature and chapter III describes about the Research Methodology. Chapter IV presents the Research Findings while the last chapter, Chapter V, is about Conclusion that consists of summary and suggestion.