

Chapter I

Introduction

This chapter presents the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation of the study, hypotheses, the definition of key terms and the organization of the study.

1.1 Background of the Study

Nowadays, there are more people in Indonesia learning English as English is an international language that is very important for their life. It is not only adults who learn English but also children. To achieve the best result in learning English, some parents choose learning centres as the way, while the others prefer international schools which use English for classroom instructions and daily conversation. It is better to learn English at young age because children have more chances to learn it. They can use English while they are playing, talking to their friends or reading a story without having worries. They will have fun to use English. Besides, children will be enthusiastic to learn English if they are surrounded by people speaking English too.

In learning a language, vocabulary is one of the important factors. “A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge” (Wikipedia, the free encyclopedia). Unfortunately, the learners, especially children, have difficulties in mastering vocabulary. Therefore, learning vocabulary must use appropriate strategies to reach better achievement. Storytelling is one of the appropriate strategies to learn vocabulary especially for young learners

because a story contains words that are appropriate to be learned by young learners. Then, through storytelling, they can learn vocabulary using interesting ways, for examples through listening, writing, retelling storytelling and many more. “The storytelling strategies of TPR-S utilize the vocabulary taught in the earlier stage by incorporating it into stories that the learners hear, watch, act out, retell, revise, read, write, and rewrite” (Cantoni,1999) .

Storytelling is “the act of using language and gesture in colorful ways to create scenes in a sequence” (Gere, 2009). When doing storytelling, the story is usually divided into several scenes to facilitate the young learners to learn vocabulary in some steps. The teachers will tell the stories by doing interesting ways, such as: making some gestures, imitating voices, or by using medias. These things will encourage the young learners to learn the vocabulary.

The enjoyment in learning vocabulary through storytelling will make young learners get better result. “The enjoyment that goes with storytelling can be used as an incentive to the reluctant pupil to get work done” (<http://www.arts.gla.ac.uk>).

Storytelling has good impact in developing the imagination of the young learners. Besides, imagination is useful for young learners in learning. “Both telling a story and listening to a well-told tale encourages students to use their imaginations. Developing the imagination can empower students to consider new and inventive ideas” (www.storyarts.org).

Because of the reasons above, the writer wants to explore more about the uses of storytelling in improving vocabulary skill of the young learners. The writer would focus on the improvement of children’s vocabulary after the teacher uses storytelling to teach the relevant vocabulary.

1.2 The Statement of the Problem

Based on the background of the research problem above, the main problem of the study is stated as follows, “Can storytelling significantly improve the vocabulary achievement of young learners?”

1.3 The Objective of the Study

The objective of the study is to find out whether storytelling can significantly improve young learners’ vocabulary achievement.

1.4 The Significance of the Study

The writer hopes the result of this study can give useful contribution to the students of Widya Mandala English Department in doing their teaching practice or their lesson such as TEFL or TEYL.

1.5 The Scope and Limitation of the Study

The population of the study is the fourth grade students of elementary school. The sample is 1 class of the fourth graders. The instrument of the study is the vocabulary test.

1.6 Hypotheses

To answer the research question of this study, the writer makes the hypotheses as follows:

Alternative hypothesis: Storytelling gives significant improvement of the vocabulary achievement of young learners.

Null hypothesis: Storytelling does not give significant improvement of the vocabulary achievement of young learners.

1.7 The Definition of Key Terms

To avoid misunderstanding or misinterpretation it is necessary to define the following key terms:

1. Vocabulary

Based on Wikipedia, a vocabulary is defined as all the words known and used by a particular person. However, the words known and used by a particular person do not constitute all the words a person is exposed to. In this study, vocabulary refers to the words contained in the story which are related to the topic of the lesson.

2. Story telling

Story telling is the act of using language and gesture in colorful ways to create scenes in a sequence (Gere, 2009).

1.8 The Organization of the Thesis

This thesis is divided into five chapters. The first chapter is introduction, which contains the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation of the study, hypotheses, the definition of key terms and the organization of the study. The second chapter is review of related literature. The third chapter discusses research method which covers research design, population and sample, treatment, material, research instruments, procedures of collecting data, and techniques of data analysis. The fourth chapter presents data analysis and interpretation of findings. The fifth chapter is conclusion and suggestions.