

CHAPTER 1

INTRODUCTION

This chapter provides background of the study, statements of the problem, aims of the study, the scope of the study, research hypotheses, research design, data collection, data analysis, significance of the study, and clarification of the key terms.

1.1 Background

Vocabulary is an important aspect of a language development. Vocabulary plays an important role in learning English and one of the requirements to be able to communicate in English is by having rich in vocabulary. Vocabulary is a list of words with their meaning (Oxford Advance Learners' Dictionary). According to McKeown & Beck (2003) as cited in Linse (2005) it is important to use both formal and informal vocabulary instruction that engages students' cognitive skills and gives opportunities for the learners to use the words. By having good vocabulary mastery, we will be able to communicate, speak, read, write, and listen to the language well. It is supported by Pinter's (2006:83) statement that fluent speakers and writers put together the component parts of the language system quickly and efficiently, so to be able to do this, they need to know a large pool of vocabulary items.

In this country, vocabulary can be taught in many different ways.

However, there are still many teachers use conventional method in teaching

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English, especially in teaching vocabulary. Actually, the conventional method will make students getting bored because there are no interesting and varying method and media used. Such conditions cause disinterest and fear for children to learn. So, it is important for the teacher to be creative in using method and media to teach English in order to make their students have fun in learning. Using story telling as a method and big story book as media can be used as a learning tool to teach English, especially for young learners.

Vernon (2010) available at <http://englishforyounglearners.org/teaching-usingstories.htm> stated that stories are perfect for teaching young ESL or EFL students because children already love stories and are already motivated at the thought of listening to one. And when children listen to stories, they are able to internalize the language structure. Eventually, they will begin to recognize words and phrases they hear in the stories. Before we use a story in the EFL classroom, we will need to teach the students the key vocabulary needed to follow the story. The students will both "learn" the words, and immediately see how they are used. They will also hear them in a context of the language. This is much more beneficial than simply in memorizing a list of words.

Reading a big story book is one of the activities recommended to facilitate students' comprehension of a story delivered by the teacher (Rahim, 2010). Big story book is very large format books with colorful pictures and big printed word designed to be useful teaching aids for a whole class. They usually contain activities, songs and suggestions for dramatizations. Big story book can be great media to tell the story to introduce new words to the children. Reading stories to

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young learners would be a challenging and important activity to introduce new language to them. Scott & Yterberg (1990:34, cited in *Al-Salmi*) stated that big book and shared reading to promote language input and when children start learning English, they obviously need to be given language before they can produce it themselves. They also said that the big story book is a tool which provides many opportunities for language input.

The importance of teaching vocabulary in Indonesia significantly exists in elementary school curricula that is listed in standard competence and basic competences (SK-KD) that exist in the elementary syllabus. Therefore, the sample of the study would be the fourth grade of elementary school students who is learning English as their foreign language who are categorized as young learners. Pinter (2006) stated that children in primary school from five to 14 years of age are considered as young learners.

A related research conducted by Zdaniak (retrieved from <http://www.jstor.org/pss/20198560>), showed that big book can be a source kit with activities for independent learning and group practice in teaching vocabulary. She used a big story book entitled *The Very Hungry Caterpillar* to teach her students. A study conducted by Aisyah dan Arismanti (2002) found that 14% samples are incapable of reading and writing, but the rest of them are able to read and write and completely understand a story of a big book. They also found that through big story book, students can understand what a word or a sentence means, so they can comprehend a story.

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Concerning the previous research and the explanation above, the writer is interested in using big story books in teaching English's vocabulary. This paper entitled "The Use of Big Story Books in Improving Students' Vocabulary Mastery". This research will be carried out in the fourth grade of elementary school in order to know whether the use of big book story can improve students' vocabulary mastery or not. Hopefully, this study can help the teacher to find a good media to teach vocabulary to their students.

1.2 Statements of the Problem

Related to the study entitled the use of big story books in improving students' vocabulary mastery, the following statements of the problem are stated as follows.

1. Is big story book effective in improving students' vocabulary mastery?
2. Based on students' opinions, what are the advantages and disadvantages of using big story book in teaching vocabulary?

1.3 Aims of the Study

In general, the purpose of the study is to observe the use of big story book in teaching vocabulary to young learners in elementary school. In specific, the aims of the study are stated as follows.

1. To investigate whether the use of big story book is effective in improving students' vocabulary mastery.

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2. To discover the advantages and disadvantages of big story book based on students' opinions.

1.4 The Scope of the Study

The research emphasizes on the use of big story book in improving students' vocabulary mastery. This study used descriptive text as genre. The research was conducted only to the fourth grade students in one of the elementary school in Eastern Bandung.

1.5 Research Hypotheses

According to Kranzler (1999), the research hypothesis is the hypothesis that a scientist wants to prove. The hypothesis that is used in the research is null hypothesis (H_0).

The null hypothesis (H_0) in the study is that there is no significant difference in mean adjustment level between the experimental group who received the big story book as the treatment and control group who did not.

In statistical notation, the hypothesis is formulated as follows:

$$H_0: \bar{X}_1 = \bar{X}_2$$

1.6 Research Methodology

1.6.1 Research Design

This research used quantitative research by using quasi-experimental design. This method involved three basic characteristics, which are; (1) an

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experimental and control group were presented, (2) the students were not randomly selected to the groups, and (3) a pre-test was administered to construct the initial differences between the groups. The researcher took two classes or two groups. The first group as the experimental group was given a pre-test, treatment and post-test. The second group as the control group was given a pre-test and post-test without treatment. This following table was the representation of the design.

Table 1.1
The Quasi-Experimental Design

Group	Pre-test	Treatment	Post-Test
Experimental	Xe1	T	Xe2
Control	Xc1	-	Xc2

Note:

T = the treatment for the true experiment

Xe1 = the observation of pre-test in experimental class

Xe2 = the observation of post-test in the experimental class

Xc1 = the observation of pre-test in the control class

Xc2 = the observation of post-test in the control class

1.6.2 Data Collection

The population of the study was the fourth grade students in one of the elementary schools in Eastern Bandung. The first class was 4C as the

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experimental group and the second was 4A as the control group. The instruments used to collect the data were pre-test, post-test, and questionnaire. The instruments were used in order to get the result about the use of big story book in teaching vocabulary.

The steps were as follows:

1. In the first step, the researcher held pre-test for both the experimental and the control group. Pre-test was administered in the form of multiple-choice test that consist of 25 items.
2. Teaching English through big story book was taught to the experimental groups while the other group received common vocabulary method.
3. In the end of the step, the post test was held to both the experimental and the control groups.
4. Questionnaire was employed to gain the data for answering the second research questions. The data questionnaire was used to find out students' opinions toward the use of big story book in teaching vocabulary.

1.6.3 Data Analysis

Quantitative and qualitative method was used to analyze the data. The results from pre-test and post-test were analyzed by using t-test. Two types of t-test namely dependent and independent t-test were employed in the study.

Dependent t-test was used to determine whether there were or not the significant difference of pre-test and post-test means of each group, while

independent t-test was used to determine whether there was a significant difference between the means of two independent samples or not.

The qualitative data from questionnaire were transcribed. The students' opinions toward the use of big story book in teaching vocabulary were noted from the questionnaire.

1.7 Significance of the study

This study was conducted to find out the use of big story book in improving students' vocabulary mastery. Therefore, this research will bring some benefits to English as foreign language teachers who want to develop their classroom activities.

This study is also expected to be input information to English teacher in teaching vocabulary to young learner students in order to improve their vocabulary mastery. The researcher believes that this research can help the students to improve their vocabulary mastery in their English learning class.

This research also can be a guide as one of the resources to the same research in the future, which might be developed this research into specific case on the same or different term.

1.8 Clarification of the Terms

Following are some terms clarified in order to avoid misunderstanding:

1. Young learners refer to elementary school students up to the ages of nine to ten.

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2. Big story book is an enlarged version of a book that allows a group of children to see the pages at once, enabling the children to see and talk about the text and pictures.
3. Vocabulary defines as all the words that a person knows or uses” or “all the words in a particular language. (Oxford Advanced Learner’s Dictionary, 2005)

1.9 Organization of the Paper

This presents the research followings a standardized pattern in its organization. Chapter 1 is introduction which are provide the background of the study and focused on the other aspect related to the realization of the research, including statements of the problems, aims of the study, the scope of the study, research hypothesis, research methodology, significance of the study, clarification of the terms and organization of the paper.

Chapter 2 relates with theoretical foundation which include a clearly description about the theoretical frameworks and previous studies which are relevant to the present study in order to give a guidance to what extent the present study is conducted.

Chapter 3 consists of research methodology. In this chapter, the researcher explains about the methodology in conducting the research. It consists of procedure of the research and the data analysis.

Chapter 4 is about the data analysis and discussion about the result of the research. In this chapter, the researcher presents the detail of the data and the further discussion as the result of the research.

The last chapter is chapter 5. In this chapter the researcher provides the research conclusion and suggestion which include the researcher opinion in the form of conclusion and suggestion for further research.

