

CHAPTER I

INTRODUCTION

This chapter presents a general description of some fundamental reasons of the paper. It consists of six aspects. There are background, statement of the problems, aims of the study, scope of the study, significance of the study, and organization of the paper.

1.1 Background

The main topic of this research is focused on the practice of storytelling usage in mastering English vocabularies of students with cerebral palsy, specifically in the eighth grade of junior high school. This section will highlight two points. Some important things about the students with cerebral palsy that make this research be conducted will be presented first. The use of storytelling to improve cerebral palsy students' ability in mastering English vocabulary will be explained afterwards.

“Every citizen has the right to receive education” (The 1945 Constitution of the Republic of Indonesia in Article 31 Paragraph 1). As mentioned in the constitution, every citizen should get the same education. It means not only for the non-disability student, but also the student with disability. The way teachers teach the students with disabilities, specifically students with cerebral palsy, should be different from the student with a non-disability condition. Their disorder can mask abilities in other areas. For instance, a child with severe cerebral palsy, who has severe motor impairments, may not have had a chance to develop language, thinking, or problem-solving skills because he has been unable to practice in activities that promote those skills (Greenspan & Wieder, 1998). Some children

with cerebral palsy also may experience cognitive difficulties because the damage has affected multiple areas of the brain. (Gillette, 2009)

Therefore, the teacher has to have a lot of patience when dealing with the students with cerebral palsy. More creativity in practicing and designing the classroom activities is also needed to teach them. Their uniqueness should be one of the teacher's considerations in designing the activities.

Some of the teachers may get trouble in handling the students with cerebral palsy. It should not be a reason for them to decline and ignore the students with cerebral palsy. It should be the motivation for us to help them. They also need education and need more attention from us, especially the people who are dealing with education.

In teaching English to young learners, there are some techniques that can be used by the teacher to deliver the material of the language subject to the students. One of them is by using storytelling. The use of storytelling can make the class situation livelier than only give a list of vocabularies for them to memorize or give them only a text to read and analyse the difficult words together.

For learning new vocabularies, the students will understand the correct usage words through learning by context. It is much different to learn new words in the context of a sentence, especially in a story than learning them only from a word list. Then, the students will put them in a long-term memory and become a meaningful learning. (Mehring, 2007, p.4)

Story itself has already been one of the children's parts since early childhood. Nowadays, many families have an awareness of the importance in giving a lot of inputs for their child's knowledge. One of the inputs is by delivering a story. They get the opportunities to listen to the stories being read to them, to hold and find as much as possible information about the world through

the colourful pictures, until it makes sense for them as words and sentences. (Loukia, 2006, p.27)

In dealing with children, it will be better if the activity is coherent with the children's world. They have their daily activities that can be taught to their friends as a story. Furthermore, we can create an interesting story without requiring the students to have a lot of physical movement. Those are why the storytelling is chosen in mastering English vocabulary of the students with cerebral palsy.

1.2 Statement of the Problems

There are three guiding questions in conducting this research. It is expected to answer the following questions:

- a. How many vocabularies that students can cover before the treatment?
- b. How many vocabularies that students can cover after the treatment?
- c. Does storytelling significantly improve cerebral palsy students' ability in English vocabulary?

1.3 Aims of the Study

In relation to the research questions above, there are several aims of the study. The first aim is to find out the cerebral palsy students' ability in English vocabulary before the treatment. The second aim is to find out the cerebral palsy students' ability in English vocabulary after the treatment. The last and the main aim of this research is to find out whether or not storytelling significantly improves English vocabulary of students with cerebral palsy, specifically of eighth grade of junior high school.

1.4 Scope of the Study

This research is limited to the experimental study of teaching English to the cerebral palsy students. It focuses on examining the storytelling usage in improving the cerebral palsy students' vocabulary mastery. It is conducted at one of SLBs in Bandung for eight grade of junior high school. The storytelling is applied for teaching verbs and nouns to the two cerebral palsy students as the sample of the single subject research.

1.5 Significance of the Study

It is expected that this research will give a contribution to one of the areas in the special need education that is English vocabulary teaching to the students with cerebral palsy. The main purpose of this research is to find out whether or not storytelling significantly improves English vocabulary of the students with cerebral palsy. In addition, it is also expected to give a reference for teachers, educators and parents in helping the students with cerebral palsy to improve their ability in English, especially in mastering vocabularies by storytelling.

It is also beneficial for further research which can be related to this field. It is very important since the research related to this topic is still limited. Further research related to this research can be done to find out other methods of teaching English for other types of students, storytelling applied to autism students for instance.

1.6 Organization of the Paper

This paper is covered by five chapters. Chapter one presents a general description of some fundamental reasons of the paper. It consists of six aspects. There are background, statement of the problems, aims of the study, scope of the study, significance of the study, and organization of the paper. Review of literature related to the research will be elaborated in chapter two, such as some

literature review of the students with cerebral palsy and the difficulties of the cerebral palsy students in learning foreign language, the vocabulary, and the storytelling usage. Chapter three provides the methodological aspects. The discussion involves the research design, sample, hypothesis, participants, data collection, data analysis, and clarification of terms. Chapter four describes findings and discussion of the data from the experiment of teaching English vocabulary to the cerebral palsy students. The last chapter draws some conclusions based on the research findings and discussion. It also gives some information and suggestions to the finding in this research.