

# CHAPTER I

## INTRODUCTION

This chapter consists of background of the study, research questions, aims of the study, research methodology, research design, research hypotheses, data collection, data analysis, significance of the study, clarification of key terms, and organization of the paper.

### 1.1 Background of the study

English is one of the subjects that could be taught to elementary students today. However, some teachers find that teaching English to young learners is not an easy thing to do. Most teachers in the traditional English classrooms still use conventional methods in teaching English, for example, memorizing and translating strategy in learning vocabulary as a basic step in learning English.

The use of those methods makes the lesson run in a very monotonous situation and most students feel lacking in interest and motivation in learning English as an official subject. Consequently, English is regarded as a horrible subject by most elementary students in traditional English classrooms. For the reason above, teachers have to find other methods in teaching vocabulary to young learners, which provide a fun and enjoyable situation. It is agreed that if students are learning in a fun and enjoyable situation, it will be easier for them to understand and absorb the material. Therefore, the use of alternative methods

which provides a fun and enjoyable learning situation is needed, and storytelling is one of the methods that can be used in teaching vocabulary to young learners.

Cameron (2001: 159) states “Stories offer a full imaginary world, created by the language, which allows learners to enter and enjoy as they learn language”. From the statement we can conclude that storytelling offers an enjoyable learning situation. In such an enjoyable and fun situation, students may learn better because they will be highly motivated to be involved in teaching learning process.

In line with that, Brown (2001) says that the use of story lines, familiar situations and characters and meaningful purposes in using that language will make attention and retention of the young learners improve. Learners’ attention is an important thing to be reached before the teacher delivers teaching materials in the classroom. Once the teacher gets students’ attention, it will be easier for them to deliver the materials. In addition, it is believed that learners’ retention will improve when they deal with attractive things.

Concerning the English teaching learning process in most rural elementary schools which still uses conventional methods, this study was aimed to find an alternative teaching method that can be applied in classrooms to help young learners in acquiring many English vocabularies in an enjoyable and interesting way. For that reason, a study on the use of storytelling in teaching vocabulary to young learners was conducted.

## 1.2 Research Questions

The following are the research questions of this study:

1. Is storytelling effective in improving students' vocabulary achievement?
2. What are the advantages and disadvantages of using storytelling in learning vocabulary based on students' perception?

## 1.3 Aims of the Study

The aims of this study are stated as follows:

1. To investigate whether storytelling is effective in improving students' vocabulary achievement.
2. To find out the advantages and disadvantages of using storytelling in learning vocabulary based on students' perception.

## 1.4 Research Methodology

### 1.4.1 Research Design

The method used in this study was quantitative. This study used one-group pretest-posttest of pre-experimental design as proposed by Hatch and Farhady (1982). The design can be illustrated as follows:

$$T_1 \times T_2$$

$T_1$  : Pre-test

$X$  : Storytelling treatments

$T_2$  : Post-test

Experimental research was used to test the hypotheses and answer the research questions. Pre-test and post-test were given to the students before and after the storytelling treatments. Then, interview was conducted to find out the advantages and disadvantages of using storytelling in learning vocabulary based on students' perception.

#### **1.4.2 Research Hypotheses**

According to Sugiyono (2008), a hypothesis is a theoretical answer to the research problem. In addition, Arikunto (2010) states that a hypothesis is formulated to show the effect of two variables' relationship.

This study proposed null hypothesis (Ho) and alternative hypothesis (H<sub>A</sub>) formulated as follows:

$$H_o = \bar{x}_1 = \bar{x}_2$$

$$H_A = \bar{x}_1 \neq \bar{x}_2$$

The null hypothesis (Ho) in this study is that there is no difference of students' vocabulary achievement between before and after storytelling treatment. While the alternative hypothesis (H<sub>A</sub>) in this study is that there is a significant difference between before and after storytelling treatments.

#### **1.4.3 Population and Sample**

The population of this study was all the 4<sup>th</sup> grade students in SD Negeri Bayongbong I, II, III, IV, V and VI. The population then was represented by a sample. Therefore, this study chose the 4<sup>th</sup> grade class of SD Negeri Bayongbong VI as the sample. The class consisted of 34 students.

#### **1.4.4 Data Collection**

To collect the data, this study employed a vocabulary test and interview. Vocabulary test in pre-test was used to know students' prior knowledge of vocabulary. While vocabulary test in the post-test was used to measure the students' vocabulary achievement after the storytelling treatments. Then, interview was employed to acquire the information about the advantages and disadvantages of using storytelling in learning vocabulary based on students' perception.

#### **1.4.5 Data Analysis**

The results of pre-test and post-test were analyzed using dependent t-test. It was used to determine whether or not the difference of the pre-test and post-test results' means is significant. SPSS 17 for Windows Program was used in the calculation.

In analyzing the data gained from interview, several steps were involved. Firstly, the students' answers from interview were transcribed. Secondly, those answers were categorized into the advantages, the disadvantages of using storytelling in learning vocabulary and how students deal with the difficulty found during learning using storytelling. Thirdly, the categorized data was then presented in form of charts. Lastly, the data were explained and discussed in the discussions session.

## 1.5 Significance of the Study

This study is expected to:

1. Provide an alternative teaching method for teachers in teaching vocabulary in a meaningful and enjoyable way.
2. Provide information about the advantages and disadvantages of learning vocabulary using storytelling based on students' perception.

## 1.6 Clarification of Key Terms

The following are some clarified terms in this study to avoid misinterpretation:

### 1. Storytelling

Storytelling in this study refers to the activity of retelling stories through voice and gestures to students by using some story aids, such as realia, pictures and puppets.

### 2. Vocabulary

Vocabulary in this study refers to some nouns in the stories.

### 3. Young Learners

Young learners in this study refer to the 4<sup>th</sup> grade students, around 10-11 years old.

### 4. Conventional Method

Conventional method in this study refers to old teaching methods, such as translating and vocabulary memorization.

## 5. Rural Elementary School

Rural elementary school in this study refers to an elementary school which is located in the countryside.

### **1.7 Organization of The Paper**

This paper is presented in five chapters. Each chapter consists of several subchapters as follows:

Chapter I is introduction. It consists of background of the study, research questions, aims of the study, research methodology, significance of the study, clarification of key terms and organization of the paper.

Chapter II is theoretical foundation. It includes definitions of storytelling, the advantages of using storytelling in teaching-learning process, guidance for using storytelling in classrooms, definitions of vocabulary, the importance of teaching vocabulary in language learning, the advantages of using storytelling in teaching vocabulary, characteristics of young learners and other related studies.

Chapter III is research methodology. It covers research design, research variable, research hypotheses, population and sample, research instruments, research procedure and data analysis.

Chapter IV is findings and discussions. It explores the findings and discussions of data gained from pre-test, post-test and interview.

Chapter V is conclusions and suggestions.