

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

Nowadays English becomes more important for people throughout the world, because people need to communicate to each other using English. Since it is a lingua franca, people need to communicate to each other using English. It is one of the most popular international languages in the world. For that reason people need to have the ability to speak English fluently. English knowledge has been given not only in secondary school curriculum but also in all levels of school. Based on the curriculum teaching English consists of four language skills, namely: listening, speaking, reading, and writing. The four language skills are supported by language aspects such as vocabulary, pronunciation, grammar, spelling, and structure. Fauziati (2005:155) states that vocabulary is central to language. Without sufficient vocabulary, one cannot communicate or express his idea both in oral and written forms.

To face the global era, in Indonesia English is adopted as the first foreign language. It is needed to be taught at elementary schools because it will be the basic element for the higher level. By learning English at elementary school, the students are expected to become accustomed to the language. In elementary school English has been taught from the fourth grade as a local content. It is clearly stated in GBPP 1994 (Sumarno, 1994: 58): *“pengajaran Bahasa Inggris tidak wajib diselenggarakan di SD melainkan*

*diselenggarakan sebagai muatan lokal. Pengajaran Bahasa Inggris dimulai di kelas IV.”*

English vocabulary is one of the elements in teaching English at the elementary school. Vocabulary is the basic competence that must be learned by students in order to get other competencies like reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary. Rivers in Nunan (1991: 17) argues that the aquisition of an advantage vocabulary is essential for successsful second language use because without an extensive vocabulary, we will be unable to communication. In the field of education. Teaching learning process focuses on teacher as prominent source of knowledge. As a result, students have problems to understand academic concepts as what they usually get is something abstract and lecture method. Many students can serve good level of memorization of teaching material but in the end of teaching learning process they actually do not understand it at all. Actually memorization of teaching materials lasts for a short time in their memory and knowledge is not sets of facts which have to be memorized. Vocabulary is necessary in every stage of language learning. Language is not only used as words of knowledge, but also it is a medium in English at a level which automatically allows them using it in real time.

Considering the importsnce of vocabulary, it is better to introduce new vocabulary earlier. In elementary school, English is introduced to the students through learning it is vocabulary. Children are commonly easier to absorb the

new vocabulary and sometimes easy to forget them too. Teachers need to repeat the lesson all the time in order to help them memorize the new vocabulary easily.

Teaching vocabulary is not as easy as we might think. Students often feel strange and face some difficulties with English at the first time they are getting the lesson. We need to encourage the children to love the lesson. Therefore, the teacher should begin by discovering what subject that children are interested in learning and in SD Negeri 3 Jatingarang which is the subject of the research, the writer found that the students' vocabulary mastery is still low and the students are not too active during the English lesson.

The writer used folktale to solve the problems usually faced by students in vocabulary mastery, because folktale most popular to young children. They love talking animals story, and the humor and magical of traditional stories. Therefore, folktales can be adopted as the material in attracting the children to the lesson. Folktales have many special characteristics that make them exceptionally good for language teaching. Their frequent repetitions make them excellent for reinforcing new vocabulary and grammar. Because folktales began as oral story, they also have many characteristics that make them easier to understand than other type of literature. Folktale are often published as children's book with easy language and context-providing illustration; many are accessible to students with limited language abilities.

In learning and mastering language, particularly vocabulary, there are some obstacles that are faced in technical manner such as the hesitance of the student to be involved in the classroom activity. They tend to avoid the practical involvement in mastering the language. Hence, the class needs to be lightened up in a way that help the students find their best indulgence in learning language particularly, learning vocabulary.

Because of the urgency to teach English at elementary school, the writer wants to carry out a research about improving the students' vocabulary mastery. The result of student's achievement shows the low achievement the students get. The low achievements are caused by the monotonous teaching methodology use. Hence, the students are not enthusiastic in learning process. In this case, the writer will use folktales as the material in teaching English. It may help the students to improve their achievement in learning vocabulary. It is also aimed to make an interesting learning process in the classroom. So, the students will be interested in the lesson, and they will memorize the word easily.

## **B. Problem Statement**

Based on the background of the study, the problem can be formulated as follows:

1. How is the implementation of folktale to improve vocabulary mastery of the sixth year students of SD Negeri 3 Jatingarang, Weru in 2011/2012 Academic Year?

2. How is the result of improving vocabulary mastery using folktale to the sixth year students of SD Negeri 3 Jatingarang, Weru in 2011/2012 Academic Year?

### **C. Limitation of the Study**

It is impossible to discuss the entire problem; therefore the study of vocabulary should be limited. The research focuses on the folktales as a method to improve the student's vocabulary mastery.

### **D. Objective of the Study**

Based on the problems, the objectives of the study in this research are:

1. To describe the implementation of improving vocabulary mastery using folktales to the sixth year students of SD Negeri 3 Jatingarang Weru in 2011/2012 Academic Year.

2. Specific objective

To identify wheter folktale can improve vocabulary mastery or not to the the sixth year students of SD Negeri 3 Jatingarang Weru in 2011/2012 Academic Year.

### **E. Benefit of the Study**

This research has practical and theoretical benefits:

1. Theoretical Benefits

- a. The result of this research paper can be used as an input in improving the student's vocabulary mastery especially in teaching vocabulary.

- b. The result of this research paper can be used as the reference for those who want to conduct a research in improving student's vocabulary mastery.

## 2. Practical Benefit

Improving student's vocabulary using folktale, will motivate the students to be interested in learning vocabulary.

## **F. Research Paper Organization**

In conducting her research paper, the writer divides her study into five chapters, as follows:

Chapter I deals with introduction. It consists of background of study, problem statement, limitation of the study, objective of the study, benefit of the study and research paper organization.

Chapter II deals with review of related literature. It consists of previous study, the general concept of vocabulary, the general concept of folktale, procedure of improving vocabulary mastery using folktale, theoretical framework and working hypothesis.

Chapter III, the third chapter, concerns with research method. It discusses about type of the research, action procedure, place and time of the study, subject of the research, data and data source, method of collecting data and technique for analyzing data.

Chapter IV is research finding and discussion then Chapter V consists of conclusion and suggestion.