

CHAPTER I

INTRODUCTION

A. Background of the Study

As a foreign language in Indonesia, English is seriously learned by many people to have a good prospect to be the community of international world. It can be seen that English is taught from elementary school, up to the higher education. Nowadays in line with the Indonesian government's plan to the nine-year basic education, English teaching at elementary school has been possible based on the 1994 curriculum of elementary school. English in elementary school is not a compulsory subject instead it is just a local content and taught from the fourth grade (Depdikbud, 1994: 69). The goal of learning a foreign language is to learn how to communicate by using the target language orally and in written form (Depdikbud, 1995: 2). So, after learning English the students should be able to communicate in English orally and in written form. In addition, students at this level have language competence like reading, listening, speaking, and writing in simple form based on their interest with vocabulary mastery approximately 500 words (Depdikbud, 2001: 1). This implies that the students are expected to master vocabulary. They should know the meaning of the words and could pronounce them well. Vocabulary cannot be separated from other elements of English in teaching-learning process in elementary school because vocabulary influences the ability of students in study English.

Related to the number of vocabulary items, which have to be mastered, it is indicated that there is a difference between those needed to production skill in foreign language especially in writing and those needed for recognition skill, particularly reading and listening. Lado (1995: 117) states that it is possible to guess that a speaking vocabulary 2000 word like that of general service list of English words is an adequate minimum number for the purpose of basic communication for reading. However, vocabulary for writing and listening should be better if getting 2000 up to 4000. It is realized that in the production level, the students can select any phrase within the range of vocabulary that they do not know.

Vocabulary is the first aspect that must be learnt by children students in learning language. It is the most important element to make someone more understand the language. Without sufficient vocabulary, we cannot communicate and express the ideas easily both oral and written form. Vocabulary must be learned since the beginning, that is, from elementary school in order that the students have chance to learn English. Teacher is one of the components who have an important role in the learning process, because the teacher is expected to be imaginative and creative in developing her teaching English for the beginner. The technique used here is teaching aid especially visual and audiovisual aids in teaching vocabulary.

Learning vocabulary is important because people are able to speak, write, and listen nicely we have to know vocabulary first. Vocabulary is very

important to be learned because people cannot convey something in communication if they do not master vocabulary. In learning vocabulary, learners have to know the meaning of it and also understand and can use it in sentence context. The mastery of vocabulary cannot sometimes be reached optimal. It is needed by each language skill. By mastering vocabulary well, students can apply their vocabulary at four language skills.

In fact, many students of elementary school still have limited vocabulary because they get difficulties to memorize the meaning and the pronunciation of the words. Based on the information from the English teacher of SD Negeri 1 Gondang, the fifth year student of SD Negeri 1 Gondang also still have limited vocabulary. It can be seen from their English score that are not satisfying. Their English score in 2011 can be described as follow: 16 students get score 5.0-5.9, 16 students get score 6.0-6.9, 3 students get score 7.0-7.7, 3 students get score 8.0-8.9, and only one student who gets score 9.0. The data show that only 16% students get satisfying score.

From the result of interview with some students of the fifth year students of SD Negeri 1 Gondang, it can be found that the limited vocabulary is their problem in learning English. It is difficult for them to memorize the meaning and the pronunciation of the words. They are also interested in studying English because they feel bored with the teaching technique. Usually, the teacher taught vocabulary by translating at the beginning of the lesson or translating of the material containing new words or glossaries at the end. Moreover, the teacher never used self-defining context, definitions in the target

language, opposites, pictures, dramatization, and regalia as a number of way to put across the meaning of a new word to a class. Thus, applying interesting technique of teaching English to increasing the vocabulary mastery for the fifth year students of SD Negeri 1 Gondang id badly needed.

Based on the phenomenon above, the researcher and the teacher in SD Negeri 1 Gondang try to find the effective solution to increase the vocabulary mastery of the fifth year students of SD Negeri 1 Gondang. Storytelling as a technique of teaching English at elementary level is chosen to increase the vocabulary mastery. It will make the elementary school students interested in studying vocabulary because most of them like story, so it can bring much joy and give opportunities to remember the words and understand the sentences easily. Scott and Ytreberg (1990: 28) state that telling stories have a vital role to play in the child's development, and not least, in the development of language. It means that telling stories to children can help their language development. Telling stories allows children to form their own imagination. They have no problem with objects which are talked in stories and they can identify them. Based on the background above, the researcher would like to study **“INCREASING VOCABULARY MASTERY THROUGH STORYTELLING FOR THE FIFTH YEAR STUDENT OF SD NEGERI 1 GONDANG IN 2011/2012 ACADEMIC YEAR”**.

B. Problem of the Study

In this research the writer formulates the following problems:

1. Can storytelling increase the students' vocabulary mastery for the fifth year students of SD Negeri 1 Gondang in 2011/2012 academic year?
2. How is implementation of teaching vocabulary using storytelling for the fifth year students of SD Negeri 1 Gondang 2011/2012 in academic year?
3. What is the strength and weakness of teaching vocabulary using storytelling for the fifth year students of SD Negeri 1 Gondang in 2011/2012 academic year?

C. Limitation of the Study

In this research, the limitation of the study focuses on increasing vocabulary mastery using English storytelling for the fifth year student of SD Negeri 1 Gondang in 2011/2012 academic year. Storytelling is chosen to increase students' vocabulary mastery that can encourage the students to enjoy to course and to be active in teaching learning process.

D. Objective of the Study

The objectives of this research are:

1. to increase the students' vocabulary mastery at the fifth year students of SD Negeri 1 Gondang in 2011/2012 academic year by using storytelling.
2. to describe the implementation of storytelling on teaching vocabulary to the fifth year students of SD Negeri 1 Gondang in 2011/12 academic year.

3. to describe the strength and weakness of teaching vocabulary by using storytelling in teaching vocabulary mastery for the fifth year of SD Negeri 1 Gondang in 2011/2012 academic year.

E. Significance of the Study

The researcher hopes that the result of this research has benefit for the readers, thus significance of this research may include:

1. Theoretical significance:

The writer hopes that the result of this research can enrich the theory of vocabulary and teaching vocabulary by using storytelling.

2. Practical significance:

- a. Teacher

The results can help the teacher in increasing vocabulary to their students.

- b. Students

The results can help the students increase their vocabulary mastery.

- c. Other Researcher

The result of this research can be useful for other researcher to conduct further analysis from other point of view.

F. Research Paper Organization

The writer divides this research paper to make it easier to be understood into five chapters.

Chapter I is introduction. It consists of background of the study, problem statement, limitation of the study, objective of the study, significance of the study, and research paper organization.

Chapter II is review related literature. It deals with previous study, definition of vocabulary, vocabulary mastery, and storytelling as a technique for increasing vocabulary mastery, young learners, theoretical framework, and action hypotheses.

Chapter III is research method. It presents type of the research, setting of research, action procedure, subject of the study, object of the study, data and data source, method of collecting data, and technique of analyzing data.

Chapter IV is research finding and discussion. It relates to the increasing vocabulary mastery through storytelling for the fifth year student of SD Negeri 1 Gondang in 2011/2012 academic year and the result of storytelling to increase vocabulary mastery for the fifth year student of SD Negeri 1 Gondang.

Chapter V is conclusion and suggestion.