

CHAPTER I

INTRODUCTION

A. Background of the Study

Generally, learning English in elementary school focuses on mastering vocabulary (SPKN: 2009). The students are expected to memorize the vocabularies. To achieve that expectation, many teachers in some rural elementary schools use one way of language learning that they think as the simplest and fastest strategy, namely memorizing strategy. Students are asked to find all of translation, synonyms, or the antonyms of certain words, and then they have to memorize all of them. In the following week, they will have to do the test to check their vocabulary mastery. Most of the students always feel stressful in doing that kind of learning, especially for those who are just acquainted with English. No wonder if then in the test, they are accustomed to get low scores.

Based on an interview with several students who have experienced that kind of phenomenon, they often forgot many words that they memorized because many young language learners have high anxiety in learning English. Once they cannot memorize all the words they have learned, they are afraid of getting bad marks in the English test, which almost all the items require students to write or choose the translation, the synonyms, or the antonyms of certain words. When they are accustomed to get low scores in that kind of English test and they find no enjoyment during the learning process, they will have low self-confidence and low motivation in learning English. It is a problem because that condition enables language learners to receive little input, and then it delays learners to be successful in learning English (Ellis: 1986), especially in learning vocabulary.

It is agreed that vocabulary is the basic item in learning English. It is because we cannot master every language knowing its words. Learning vocabulary is fundamental and vital in learning English. Learning new words leads to learning other aspects of English including reading, writing, listening, and speaking. Besides that, it is easy to a person who has a large vocabulary to express their thoughts through writing and speaking, and they will not find any difficulty in both reading and listening (Zhao: 2007).

Another problem that might occur comes from the learning method emphasizing on memory strategy. Memory strategy, which has become a cultural habit in Indonesia (Lengkanawati: 2004), which is included into rote learning concept. Habit learning has little chance of creating language term retention (Brown: 2001). The students often forget the words they have memorized since they take an isolated bits and pieces of information that are not connected with their existing knowledge. Language learning, as proposed by Brown (2001), should be meaningful because meaningful learning will lead toward better long-term retention than habit learning. Focusing on young language learners, Brown (2001) says that “children associate sounds, words, structures and discourse elements with that are relevant and important in their daily quest for knowledge and survival”

One of the methods that can facilitate meaningful English learning in a foreign language context is storytelling. Storytelling, based on some research, is quite effective in increasing English vocabulary mastery. Two of the researches are those which had been conducted by McKay and Sumiati (2006). States that even though they name an independent variable (Total Physical response storytelling (TPRS)) is different from which this study uses (Storytelling), the concept are similar: the teacher tells stories by applying TPR concept.

No wonder if those research claims that storytelling applying TPRS is effective since this method has many advantages which support to create a better learning English process. Vocabularies in story are provided in a clear context, supported by happening, language, and pictures patterns which are easy to guess. As the context serves meaningful learning, storytelling can lead the learners to long term retention. By storytelling, vocabulary can be learned in a comprehensive and natural way. Besides, young learners can easily understand the meaning of a vocabulary since the use of facial expression, movements and gestures make the meaning of that vocabulary clear. Children can be asked to imitate some actions performed by the teacher to reinforce their comprehension. This principle refers to the principle of Total Physical Response from Asher, which says that listening and doing action are very helpful for children to acquire target language (Damayanti: 2007).

While listening to a story, students will create a mental picture of what they are listening. They will identify themselves with the characters and situation in the story. Then, they relate the story to their own experiences, and match or apply some values they got from the story (Laesaria: 2006). Besides, the story gives an experience that can stimulate the students to speak or write something related to the story they heard, in any related activity (Wright: 1995).

Moreover, storytelling is motivating and inexpensive (Wright: 1995). It can motivate children to learn because basically human like to tell and listen to stories. It is a quite cheap method because the teacher can copy or even create stories that can meet the students' need and interest. If there is no supporting media that can be seen clearly by the whole students in a big class, such as big story book or projector, teacher and students can create other alternative media, such as puppet or pictures by themselves.

Concerning with the condition of English teaching and learning process in rural elementary schools, this study was aimed to give a contribution of finding a learning technique that can be applied to help young learners acquire many English vocabularies in a natural and enjoyable way.

Based on those assumptions above and preliminary research, a study on the effectiveness of storytelling in improving English vocabulary mastery among rural elementary students is conducted under a title: **THE INFLUENCE OF STORYTELLING METHOD ON MASTERING VOCABULARY IN YOUNG LEARNERS (An Experimental Study on the Fifth Grade Students in SDN Sapan I Bojongsoang Bandung).**

B. Research Question

The following is major questions to be addressed in this study:

1. How storytelling is effective to improve English vocabulary?
2. How the difference of students' English with using storytelling method and without using storytelling method?
3. How does storytelling method influence students' vocabulary mastery?

C. Aims of the Study

The aims of this study are:

1. To identify whether storytelling is effective in improving students' English vocabulary mastery.

2. To identify the difference of students' English with using storytelling method and without using storytelling method.
3. To identify the influence of storytelling method in students' vocabulary mastery.

D. Research Significance

Specifically, the purposes of this study are:

1. This study is expected to give significance to the development of English in terms of theory and profession.
2. Dealing with theory, the result of this study could enrich theories on storytelling and on young learner in learning English. Thus, this study will be a reference of study which investigates the similar variables.
3. This experimental study helped English teachers of rural elementary school, who do not have any English educational background especially for young learners, to find out an alternative effective technique that can help their students to learn and master vocabulary in a meaningful and enjoyable way.

To let the teacher know there is influence of students' vocabulary mastery with storytelling method. Consequently, the result of the study can be used to improve the process of teaching-learning English.

E. Rationale

English as an international language has been taught in almost all countries in the world. In Indonesia, English is a foreign language which is a compulsory subject to be taught

in all schools from kindergarten to university levels. However, people have seen that the proficiency in English of all graduates most of them are still disappointment in the view of themselves as well as parents. The unsatisfying quality of English in Indonesia of course it is related to various different variables. The Indonesia government has an initiative to take a policy in rational education rules. It is supposed that teachers have to be able to solve the problem faced, to hold up the target formulated on English, namely specific instructions target especially in presenting the English materials of each its pointers. In regard to teaching vocabulary are the basic elements and the vital aspect of language especially in English language. Harmer (1991:154) states about vocabulary, that:

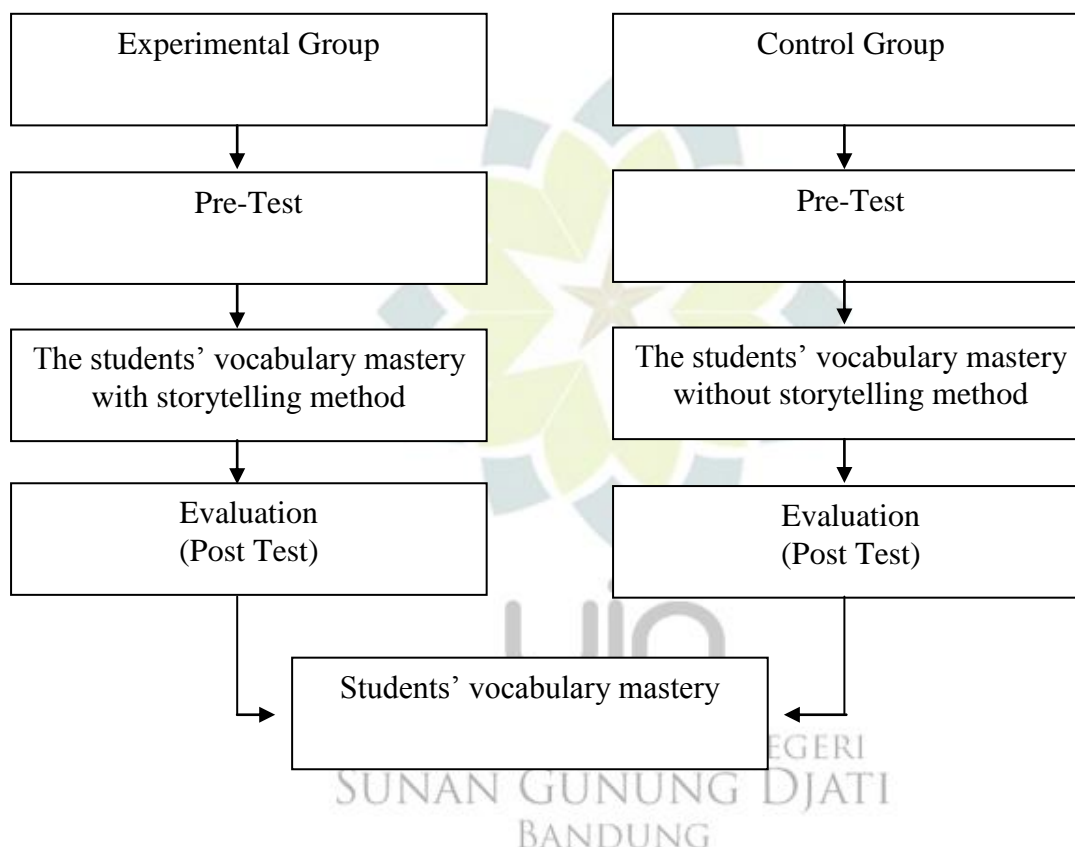
For many years vocabulary was seen as incidental to the main purpose of language teaching namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on to when learning structures, but was frequently not a main focus for learning itself. Recently, however, methodologists and linguists have increasingly been running their attention to vocabulary, stressing its important in language teaching and reassign some of the ways in which it is taught and learnt. It is now clear, for example, that the acquisition of vocabulary is Justas important as the grammar thought the two are obviously interdependent and teachers should have the same kind of expertise in the teaching of vocabulary as they do in the teaching of structure.

According to Wallace (1984:27), learning vocabulary is a rather more complex process, so the teacher has the job managing the learning that learners can do some or all of these things with the target vocabulary that is to be learnt. According to Hornby's Dictionary (1974:959), vocabulary is the total number of words that someone has and knows to build sentence or to convey his meaning.

In this research, the writer takes two classes as sample to be investigated. The first class is an experimental group that is given treatment – students are taught the storytelling methodology. The second class is called the control group that is not given treatment – the

students are not taught the storytelling method. The experiment group is as “X” variable and the control group is as “Y” variable. From the explanation above, it can be depicted in the following chart:

Table 1.1 the model of research of Storytelling methodology



F. Hypothesis

Hypothesis is a provisional answer or assumption of the result of study. The truth is needed to test whether it is right or wrong. Starting from thinking the classes taught by different strategy, method, or technique, their ability would be different. By applying the storytelling method in teaching learning process, it is hoped that vocabulary mastery will increase students' motivation and interest. The teaching learning process will take place

easily and effectively. This investigation involves two groups. They are a control and experimental group. So, the hypothesis can be explained that the students' ability in vocabulary mastery taught through storytelling method is higher than the students' ability in vocabulary mastery taught without storytelling method.

From the explanation above, it is elaborated the hypothesis below:

Ho : The students' ability in vocabulary mastery taught by storytelling method will be higher than the one without dictation

Ha : There is no difference between students' ability in vocabulary mastery that is taught by storytelling method and without storytelling method.

G. Methodology

To get a good process and useful result, there are many steps that should be taken. The steps in this research consist of determining source of data, dividing the group of research, conducting preparation, doing experiment, collecting data, and analyzing the result of the investigation related to the effectiveness of English students' vocabulary mastery teaching process through storytelling method.

1. Determining source of data

a. Research Setting

This research is done at SDN Sapan I Bandung, at Tegalluar village. Bojongsoang Bandung regency. SDN Sapan 1 is rural elementary school and it is expected they have learnt about many vocabularies and the method that the teacher used is by using memorizing method.

b. Population and sample

Population is generally objects of research. Sample is a part of population that will be investigated. The population that is taken by this research is the students' at the fifth grade. The writer prefer fifth grade because it is the most suitable grade for this experiment. As they have get more materials on vocabulary then other lower grades mean while the sixth grade are too busy to involve with the research as they are approaching to national exams. The writer chooses the fifth grade because the research takes about 100% that are 80 students as sample of this study. Then, the research divides them into two groups. They are experimental group (40 students of class A in the fifth grade) that the students follow storytelling method and control group (40 students of class B in the fifth grade) does not follow storytelling method. Both of experimental and control group have eighty students.

2. Preparation

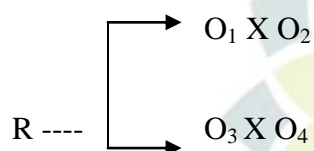
a. Determining Method of Research

The method used in this research is quantitative method by experimental study as a method of research to prove the theory of hypothesis. According to Leady (1989:217), the experimental method is used in attempting to account for influence of factor conditioning a given situation. It attempts to control the entire research situation, except for certain input variables that become suspects, as the cause of whatever change has been placed within the research design.

b. Determining the Experimental design

The study uses the pretest-posttest control group design. It uses to study the effect of an influence on a carefully controlled sample. There are two groups carefully chosen through appropriate random procedures. The first is as the experimental group (variable X) treated by following storytelling method and the second one is control group (variable Y) treated by not following storytelling method.

The paradigm for the pretest-posttest control group design is as the following:



Leedy (1988:223)

The bracketing of both groups show that R, the random process, is common to both groups. O₁ and O₂ are two evaluations of the experimental group, before and after its exposure to the experimental variable X. O₃ and O₄ are the evaluations of the control group.

The design of experiment can be seen in the following table:

Table 1.2. The experimental design

Sample	Evaluation Pre-test	Treatment	Evaluation Post-test
Experiment class (X)	O ₁	Follow storytelling method	O ₂
Control class (Y)	O ₃	Do not follow storytelling method	O ₄

3. Experiment Steps

a. Pre-test

Pre-test is the way of finding out the students' abilities in their vocabulary mastery before giving the treatment of storytelling method. The implementation of pre-test is conducted by asking the students to write some words related to their daily activities. Then, the writer as a teacher analyzes their writing and discusses them together in order to remember vocabulary which they have known. From this the data is collected, then it will be analyzed through statistics procedures with frequency distribution in terms of name of students, score of pre-test and deviation score for both experiment and control class. The statistical test to be applied is t-test with pattern:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\text{dsg} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Note: t

= t-test

\bar{x}_1 = Mean of experimental class

\bar{x}_2 = Mean of control class

n_1 = Total number of data for experimental class

n_2 = Total number of data for control class

dsg = Cumulative standard deviation of both classes

b. Teaching Learning Process

In teaching learning process, the class is divided into two groups, they are experimental and control group. In experimental group, the teacher treats the students through storytelling. Here, some words or sentences are dictated in teaching English use storytelling method.

c. Post-test

The implementation of post-test is conducted in classroom by giving the student's post-test after they are already given the treatment of teaching learning process. The teacher gives post-test to both of experimental and control group. This test is used to know the influences of the experiment being conducted toward experimental group. That is to know how far the student's ability in their vocabulary mastery after they are thought through storytelling method and without the storytelling method.

4. Technique of Collecting Data

a. Observation

Observation is the data collecting method systematically by observing and recording phenomena researched (Hariwijaya, 2004:44). This technique is used to collect data by observing the research field study directly and accurately. The research will obtain the real facts and phenomena, considering that there are some data that will be possible to get unless the writer directly observes at the real cases. This observation is to observe teachers, students, head master and staff in Sapan I elementary school, especially students in the fifth grade. The observation will observe

students in the fifth grade to know their ability in vocabulary mastery before giving the treatment of storytelling method. This technique will take data of general condition of the SDN Sapan 1.

b. Test

In this research, the test used is achievement test. The writer gives some questions or exercises that are used to measure skill, knowledge, intelligence, ability or person's talent. In this research, the test used is achievement test. It is intended to find out the ability of students before and after teaching learning process. It is also as a tool of instrument that could be in essay and multiple choices form. Generally the test are formulated into two formulas; pre-test and post-test.

5. Analyzing the Data

a. Determining the normality of data by concluding the steps as follows:

According to Sudjana (1942:47) to determine the normality of data, is as follows:

1) Making the distribution table of frequency with procedure:

a) Determining the range (R) by using the formula:

$$R = \text{the higher score} - \text{the lower score} + 1$$

b) Determining the class interval (K) with the formula:

$$K = 1 + 3,3 \log n$$

c) Determining the length of class interval (p) by using the formula:

$$P = R/K$$

2) Looking for mean, by using the formula:

$$\bar{X} = \frac{\sum f_i \cdot x_i}{\sum f_i}$$

3) Looking for the standard deviation by using the formula:

$$SD = \sqrt{\frac{\sum f_i (X_i - \bar{x})^2}{N - 1}}$$

4) Arranging the distribution of observation and expectation frequency by using the table as follows:

Class Limit	Z _{count}	Z _{table}	L _i	O _i	E _i	(O _i -E _i) ²
1	2	3	4	5	6	7

5) Counting the Prize of X²_{count} (Chi Square)

$$x^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

6) Determining the degree of freedom with the formula:

$$df = K - 3$$

7) Determining X^2_{table} with significance level 1%

$$X^2_{table} = (1 - \alpha) (df)$$

8) Interpreting data normality by comparing chi square count (X^2_{count}) and chi square table (X^2_{table}) with formula:

- If $(X^2_{count}) \leq (X^2_{table})$, the data is normal

- If $(X^2_{count}) \geq (X^2_{table})$, the data is not normal

b. Determining the homogeneity of two variances by conducting the steps as follows:

1) Looking for F_{count}

$$F_{count} = \frac{V_K}{V_d}$$

2) To determinate the degree of freedom of the data.

$$df_1 = n_1 - 1$$

$$df_2 = n_2 - 1$$

3) To determine homogeneity of the data with criterion:

- It is called homogeneous if $F_{count} < F_{table}$

- It is called not homogeneous if $F_{count} > F_{table}$

c. To test the hypothesis, the formula that is used is T-test formula:

1. Determining t_{count}

$$t = \frac{\bar{x}_1 - \bar{x}_2}{dsg \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where by:

$$dsg = \sqrt{\frac{(n_1 - 1)V_1 + (n_2 - 1)V_2}{n_1 + n_2 - 2}}$$





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