CHAPTER I

INTRODUCTION

This chapter present the following aspect: The first is Background of study, the second is research questions, the third is purpose of research, the fourth is the research significances, the fifth is research limitation, the sixth is rationale, and the seventh is previous study.

A. Background

In Indonesia, English language has been taught as a foreign language in a different level of education but it is not guaranteed that Indonesians are mastering English language well. According to the world's largest ranking of English skills (www.ef.co.id), Indonesia is in the 39 position from 80 countries. It shows that Indonesian's English skill is still low. From that result, Indonesian students must have some difficulties in learning English.

Vocabulary plays an important role in foreign language teaching process. It is an important aspect on learning English because without knowing the vocabularies it is impossible for learning a foreign language as well. All four language skills; speaking, listening, reading, and writing are connected with vocabulary. Students often face much problem when they try to achieve the great success in learning those language skills

However, in Junior High School the types of text (genres) developed in the Curriculum (2013) include interpersonal conversation, transactional conversations, short functional text, monologues, and essays of certain genres. Junior High School students should be ready to handling the kinds of

text: narrative, descriptive, procedure and report. In the other words, they have to develop their communicative competence. The students need to master vocabulary in order to get the competences and to achieve the objectives of the curriculum.

Based on a problem above, this study is concerned with the enrichment of students' vocabulary (past form of action verbs) through Story Completion Technique in Junior High School 1 Jatisari. Based on pre-observation in research site, in one class there is only 10% student (3 students from 30 students) who can answer the questions of examination and have good skill in English. When the students are asked about their difficulty in learning English, among 80% of them have a difficulties in English vocabulary and cannot answer the questions of examination.

Equally important, teachers need some way to implement the concept of teaching vocabulary to the student, then they need a technique; technique is activity done by the teacher when teaching English in the classroom. Gerlach & Ely (2003) state; techniques are the ways and means adopted by a teacher to direct the learners' activities toward an objective. The English teacher should think about the technique which is appropriate with the material and students' need. In order to make students enjoy their learning process.

To solve the problem, finding out the compatible technique to improve student's vocabulary mastery which can be implemented in Junior High School is important. The recommended technique was Story Completion Technique (SCT). SCT is a new technique in teaching English

which can increase the students' speaking skill. It might be caused by the real-life situation of the class which can make students interested in following the lesson (Kayi 2006). In a group, students make a circle; the teacher tells the beginning of the story. After that, every student is continuing the story. Beside in speaking, this technique can be implemented in teaching vocabulary; it is based on how the teachers use this technique. Thus, the title of this research is **"Enriching Students' Environments Vocabulary (Past Form of Action Verbs) through Story Completion Technique"**.

B. Research Questions

Based on the background above, this research wants to try to answer the problem which is formulated in these questions below:

1. How is the students' vocabulary (past form of action verbs) before using Story Completion Technique?

2. How is the students' vocabulary (past form of action verbs) after using Story Completion technique?

3. How is the significant difference between the students' vocabulary (past form of action verbs) before using Story Completion Technique and after using Story Completion Technique?

C. Research Objectives

The purposes of the research are as follows:

1. To find out students' vocabulary (past form of action verbs) before using SCT.

2. To find out students' vocabulary (past form of action verbs) after using SCT.

3. To find out the significant difference between the students' vocabulary (past form of action verbs) before using SCT and after using SCT.

D. The Research Significances

All in all, the significance of the research is to expand the knowledge of the reader and the researcher. However, the significances are important to improve their works. Then this research has several useful significances, as follows:

1. Theoretical significance

Theoretically, this research is expected to enrich the reader's knowledge about the theories that relate to SCT and vocabularies (past form of action verbs). This research can prove that using SCT can improve student's vocabulary mastery.

2. Practical significance

Practically, the result of this research can be useful for the reader. Especially for the teacher that Story Completion can be used as an effective technique in teaching vocabulary for students at junior high school.

E. Research Limitation

This study is limited merely on investigating on the effectiveness of Story Completion Technique in learning English vocabulary. Vocabulary is

defined in this study is the type of verb which use for interacting with the society in the form of narrative text.

F. Rationale

Biagi (2000), as cited in Alqahtani (2015) stated that vocabulary is essential for mastering language. In EFL class, students bring dictionary first for the tool in learning a foreign language before they bring grammar or structure book. It is the evidence that vocabulary is a crucial thing to learn and generally most of the report that major problem of learning language is lack of vocabulary mastery.

Vocabulary is the backbone of any language. The students who show mastery of grammar might experience the failure in communication when they do not have extensive vocabulary knowledge. Many foreign language learners know the feeling of not being able to remember the right word instantly in a conversation because of the limited range of vocabulary they know (Tosun, 2015).

Hornby (1984: 959), as cited in Alqahtani (2015) stated that vocabulary is a number of words with their different meanings which can make up a language so without learning vocabulary, students will not be able to master the language. It is almost the same as the statement from Burns (1972) that vocabulary is the stock of words that are used with all people with all different class.

Howard Gardner's Theory of Multiple Intelligence, as cited in Silveira (2007) stated that there are many types of learners in one class with different

intelligence. High School students should master some size of vocabularies after they graduated to measure their success in learning English, according to Barrow et al.(1999), as cited in Mustafa (2017) after high school graduation, EFL learners only have between 1,220 and 3,500 word families. It reminds teachers to find the effective learning technique to cope with all types of students.

To stimulate students, the teacher should find an interesting technique which can make students enjoy the learning process. When the students enjoy the learning, they will memorize mount of vocabularies easily because they learn without any pressure. Story completion can be used as a technique to teach vocabulary to the students. Barzaq (2009), as cited in Assalam (2009), mentions that stories have an important role in teaching vocabulary. It raises student imagination and interest in learning language and it can enrich student's vocabularies.

SCT was introduced by Kayi (2006:3). According to Kayi (2006) SCT is one of a new technique in teaching English which can increase the students' speaking skill. It might be caused by the real-life situation of the class which can make students interested in following the lesson. In this technique, the teacher asks students to continue the story with their own imagination; they can add a new character, setting, and plot. Piaget (1932) cited in Lansky (2015) asked children to complete story as part of his study of how children learn to make a moral judgment. When students explore their

imagination, unconsciously they improve their vocabulary so based on the explanation above, SCT has a good impact on student's vocabulary mastery.

According to Creswell (2012), " when the independent variable *influences* the dependent variable, the independent variable "caused" or "probably caused" the dependent variable". SCT is the "X" variable and vocabulary mastery as "Y" variable.

G. Hypothesis

According to Creswell (2012), hypothesis is a statement in quantitative research and it containing a prediction from the researcher. Hypothesis tells the outcome of a relationship among attributes or characteristics. The hypothesis must experiment and explain clearly. It has two possibilities; it might be right or wrong.

This research has two variables; SCT as variable X and Students' Vocabulary (past form of action verbs) as variable Y. The hypothesis in this research is:

H_a : There is a significant difference in students' vocabulary mastery (past form of action verbs) by using SCT.

H_o : There is no significant difference in students' vocabulary mastery (past form of action verbs) by using SCT.

H. Previous Study

There are several previous studies dealing with teaching vocabulary and SCT. First, one research provided by Arisca (2015) which focused on improving students' vocabulary mastery in speaking through SCT in junior

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high school. The result shows that SCT was the effective technique to improve students' vocabulary mastery in speaking.

Second, Putri, Raja, & Supriyadi (2015) has conducted the research about students' speaking achievement through SCT. The researcher wants to find out whether SCT can increase students' speaking achievement or not. Then the result shows that SCT can increase students' speaking achievement.

Arisca and Putri, on their research, use SCT to improve students' speaking skill. This research has practical gaps with the previous research because this research uses SCT to improve students' vocabulary mastery. According to Winarni (2013) vocabulary is the basis of speaking skill and another language skill. Without mastering vocabularies, students' cannot improve their language skills.

Third, Janah (2013) has done the research about the effectiveness of using video in improving students' vocabulary mastery to students of Elementary school. The researcher holds this research to know the effectiveness of the video in improving students' vocabulary mastery. After conducted the research, the researchers found the result that video is effective for improving students' vocabulary mastery.

Fourth, Winarni (2013) also conducted the research about the use of gesture in improving students' vocabulary mastery to Elementary School students. Gesture was chosen as a media to improve students' vocabulary mastery. The finding showed the evidence of the research that gesture as

teaching method is useful and joyful method in improving students'
vocabulary mastery.

However, there are two gaps between this research and those two
previous researches. The first gap is the population used; Janah and Winarni,
on their research, take Elementary School students as the population while
this research take Junior High School students as the population. The second
gap is the media and media used. Janah and Winarni use video and gesture to
improve students' vocabulary mastery but this research use Story Completion
as a technique and narrative text as a media to improve students' vocabulary
mastery.