CHAPTER I
INTRODUCTION

This chapter will elaborate on the research background, the research question, the research purpose, the significances, the rational, the hypothesis and the previous study.

A. Background

Having sufficient English vocabulary will help to improve language level and become a more confident speaker of English. English learners who have rich vocabulary can express their ideas better. Without vocabulary learners cannot communicate, they cannot convey their ideas and it can support their learning.

Nowadays, vocabulary is an important aspect of learning a second language. If learners do not know of English vocabulary, they will be difficult to speak English. In Mekar Arum Senior Highh School it found an interesting subject. The minimum passing score (KKM) for English subject in Mekar Arum Senior High School is 75. Based on the students's daily scores there are 15% of students that achived the KKM and 84% of students under the KKM. Same with the Teaching Practicum the students were reluctant to speak English in front of the class because they do not know the translation of the word to be used so that they are not confident. The students show they feel hard to leran English they are not accustomed to speaking English language in their daily life. While, all of the English learners need to know approximately 2000 to 3000 words level (Cahya, 2018) According to Wilkins (1972) and Schmitt (2008) (cited on Perez, L. M., & Alvira, R., 2015) vocabulary acquisition is an essential part of the communication of meaning and of mastering a language. Vocabulary can support the success of achieving English Language mastery. The students's score before conduct the research can be seen in appenidix I.

In a technological era, technology is integrated into English language teaching. One of technology is digital storytelling. The researcher wonderers try to apply digital storytelling to promote students' vocabulary acquisition.

According to Robin, (2016) digital storytelling combines the art of telling stories with a mixture of digital media, including text, pictures, recorded audio narration, music, video. These multimedia elements are blended together using computer software, to tell a story that usually revolves around a specific theme or topic and often contains a particular point of view. Most digital stories are relatively short with a length of between 2 and 10 minutes and are saved in a digital format that can be viewed on a computer or other device capable of playing video files.

Since the digital storytelling contains video, pictures, and voice the students are able to see the objects in the form of pictures, and spell of the object's name. In addition, they are also able to listen the way to pronounce the words which they learn. As a result, they can understand and memorize the vocabulary well (Samsi, 2016). Therefore, by using digital storytelling the students will be happy and they feel enjoyable and enthusiastic to learn English vocabulary.

The research on the use of Digital Story Telling has been conducted by several researchers. First, research by Samsi (2016) "*The Use of Digital Storytelling and Dictionary to Improve Students' Vocabulary Mastery*". This study was aimed at finding whether or not the use of digital storytelling and dictionary can improve students' vocabulary mastery. Besides using digital storytelling in this research also uses dictionary to improve students' vocabulary mastery. The results showing that digital storytelling and dictionary improves vocabulary mastery.

The second by Tarigan (2016) *"The Effect of Digital Storytelling to Improve Sunday School Children Vocabulary Mastery"*. The focus of this study is to found out whether digital storytelling is effective to improve vocabulary mastery. Based on the experimental above, it can be concluded that children were good at vocabulary ability by using digital storytelling technique.

The last research by Abdul-Ameer (2014) *"Improving Vocabulary Learning Through Digital Stories with Iraqi Young Learners of English at the Primary Level"*. This study was aimed tries to explore the effects of Digital Stories on

Vocabulary learning by Iraqi young learners at the primary level. The results show that students managed not only to comprehend new vocabulary through the experiment and provide correct answers in the test, but also improve the four basic language skills especially listening comprehension and outperformed.

The difference between the present study and the reviews one studies is the focus when the previous research Samsi (2016) investigated using digital storytelling and dictionary while the present research focusing only on using digital storytelling. Meanwhile by Tarigan (2016) in the research aimed at seeing the effect of digital storytelling technique in Sunday School Children, while the present research focusing on Senior High School. The research by Abdul-Ameer (2014) improves the students' vocabulary learning by Iraqi young learners at the primary level. The study was carried out at Al- Imams' Ali private primary school for girls in Al-Diwaniyah City (Iraq). While the present research improves students' vocabulary acquisition and will conduct at 10th grade level in Indonesia.

B. Research Questions

1. What is the result of students' vocabulary acquisition before being exposed by Digital Storytelling?
2. What is the result of students' vocabulary acquisition skills after being exposed by Digital Storytelling?
3. How significant is the differences between students' vocabulary acquisition after being exposed by Digital Storytelling?

C. Research Purposes

1. To describe the students' vocabulary acquisition before exposed by Digital Storytelling.
2. To describe students' vocabulary acquisition after exposed by Digital Storytelling.
3. To reveal the differences between students' vocabulary acquisition by using Digital Storytelling to improve vocabulary acquisition.

D. Research Significance

1) Practical significance:

The practical significance can improve the students' ability for vocabulary acquisition. The students can more active in learning especially the student can achieve their success of English language if they have large vocabulary acquisition. And give more interesting and motivating to the student.

2) Theoretical significance:

This research can use as a modern method to increase the motivation, intention of the student. It can be used in English learning process. It's an innovation and motivational method in learning process that can use by the teacher.

E. Rationale

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (L Cameron, 2001). Harmon, Wood, & Keser (2009) as well as Linse (2005) (cited on Alqathani, 2015) state that learner vocabulary development is an important aspect of their language development. Although it has been neglected for a long time, researchers have increasingly been turning their attention to vocabulary. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Fan (2003, p.222) (cited on Al-Rahmi, 2018) states that "vocabulary is the biggest part of meaning of any language and it is the biggest problem for most learners, so vocabulary learning is the real key to second language learning".

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins, (1972) wrote that ". . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". While researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) and others have realized that the acquisition of

vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items play a vital role in all language skills (i.e. (1991), furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication (cited on Alqathani, 2015)

Also, many studies show that some applications of computer-based technology in the foreign language classroom, such as Digital Stories, Computer Games, Moving Pictures and Digital Songs, if appropriately selected and organized can play a significant role in enhancing young learners' learning abilities, especially vocabulary learning, see Phillips (1993); Kruse (1990); Nation (2008); Nation (2010); Laufer et al. (2004) (cited on Abdul-Ameer, 2014)

Robin (2016) Digital storytelling combines the art of telling stories with a mixture of digital media, including text, pictures, recorded audio narration, music, and video. These multimedia elements are blended together using computer software, to tell a story that usually revolves around a specific theme or topic and often has contains a particular point of view. Most digital stories are relative, short with a length of between 2 and 10 minutes, and are saved in a digital format that can be viewed on a computer or other device capable of playing video files. In addition, digital stories are typically uploaded to the internet where they may be viewed through any popular web browser. There are many different types of digital stories, but the author has proposed classifying the major types into the following three categories: 1) personal narratives - stories that contain accounts of significant incidents in one's life; 2) historical documentaries stories that examine dramatic events that help us understand the past, and 3) stories that inform or instruct the viewer on a particular concept or practice.

Digital storytelling is a modern expression of the ancient art of storytelling. Digital stories derive their power by weaving images, music, narrative and voice

together, thereby giving deep dimension and vivid color to characters, situations, experiences, and insights (Razmia, Pouralib, & Nozad, 2014)

To build students' vocabulary acquisition a researcher uses one media that is Digital Storytelling. Because if students use Digital Storytelling they can help and support them, students do not only memorize in that time then forget afterward. By using Digital Storytelling students can memorize the vocabulary by their memory and their visual. The student can easily remember the vocabulary when they see the action of the word or vocabulary. Therefore, this research entitled "**Promoting Vocabulary Acquisition by Using Digital Storytelling**" in Senior High School at 10th Grade Level.

F.   Hypothesis

Arikunto, (2006) states that "the hypothesis is a tentative answer to the problem of the research until proven by the data collected". Based on the theories and the assumptions above, the researcher formulated the hypothesis as follows:

H_0: there is no significant difference between student's vocabulary acquisition before and after skill using digital storytelling h_0 is rejected.

H_a: there is a significant difference between student's vocabulary acquisition before and after skill using digital storytelling h_a is accepted.

G. Previous Studies

There are related studied concerning uses digital storytelling Samsi (2016) "*The Use of Digital Storytelling and Dictionary to Improve Students' Vocabulary Mastery*". This research was aimed at finding whether or not the use of digital storytelling and dictionary can improve students' vocabulary mastery. Besides using digital storytelling in this research also using a dictionary to improve students' vocabulary mastery.

By using digital storytelling and dictionary, that used the technology such as projector, speaker, and LCD in which the materials were taken from Youtube,

while the control class only used song lyrics. The result showed that digital storytelling and dictionary improves vocabulary mastery.

Tarigan (2016) *"The Effect of Digital Storytelling to Improve Sunday School Children Vocabulary Mastery"*. The purpose of this research is to find out whether digital storytelling techniques are a very important subject to vocabulary skills. This study uses qualitative with experimental research methods. This research is the Church Sunday School Child Protestant Karo Batak. The sample of this study was teenagers consisting of 50 children. They are divided into two classes, experimental and control classes.

The researcher was asked students to tell about the story in front of the class one by one. The purpose of the researcher made it because the researcher wanted to know about their ability in word choice, and also sentence structure. As long as the students speak in front of the class, researcher was recording all the events, whether the communication well or not. The researcher was analyzing the vocabulary of the students. Based on the analysis of the data in this research, it is found there is significant effect of digital storytelling technique on students' vocabulary mastery of Church Gereja Batak Karo Protestant in Medan.

Abdul-Ameer (2014) *"Improving Vocabulary Learning Through Digital Stories with Iraqi Young Learners of English at the Primary Level"*. This study was aimed tries to explore the effects of Digital Stories on Vocabulary learning by Iraqi young learners at the primary level. The digital stories are selected from the Kinder site Project (www.kindersite.org), this is an international project-Internet site founded in the U.K.. The three stories are selected according to the degree of difficulty (suitable for 8 year old students). A total of 30-40 words should be known by the students at the end of the experiment.

The results show that students managed not only to comprehend new vocabulary through the experiment and provide correct answers in the test, but also improve the four basic language skills especially listening comprehension and outperformed.