

CHAPTER I

INTRODUCTION

A. The Background of the Study

Vocabulary is an important aspect in a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Wilkins, 1972), The important point of the statement is that in order to learn a language successfully, improving vocabulary is a must. The students cannot use a language without having the vocabulary of that language. The words that they know enable them to understand and comprehend a text. Vocabulary also influences children understanding towards teacher's speech, classroom discussion and other speeches. In other words, vocabulary takes an important role in equipping the students to be able to communicate in any language, including English.

Based on the researcher's observation at grade 6 of SDS Tadika Puri, she found that the students had poor vocabulary. They misunderstood instructions on tests and found instructions and explanations confusing. Mixing English and Indonesian still happened when they retold what they read or described story lines, or when they communicated what they were thinking. They couldn't tell the meaning of a new word in a sentence or a paragraph. Essays they write were bland. They used the same words over and over again either in speaking or writing.

Realizing the problem, the present researcher tried to find out its root causes. After several observations, it was obvious that one of the main causes was related to the technique used by the teacher. The students were taught through rote

memorization which resulted in their low enthusiasm. So, to help the students to enrich their vocabulary, a more appropriate technique should be employed.

After searching some relevant literature and consulting some English teachers, the researcher came up with an idea that story is very effective to use in vocabulary development. According to Ellis and Brewster (2002, p. 1) using stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts, which will enrich their thinking gradually. Many stories have natural repetition of key vocabulary and structures that helps children remember the details and learn to anticipate what is about to happen next in the story. For the reason it is highly recommended to use stories to teach vocabulary as Ellis and Brewster say: “The story notes highlight the main vocabulary areas in each story. Some will be passive recognition only. Vocabulary in stories is presented in a vivid and clear context and the illustrations help to convey meaning. Whenever are possible, get students to use their senses” (Ellis and Brewster, 1991, p. 33).

Based on the researcher idea above that story is very effective to use in vocabulary development, there are some advantages using story to develop students' vocabulary. According to Dujmovic (2006, p. 77) summarizes four advantages of story. First, stories are motivating and fun and can help develop positive attitudes towards the foreign language and language learning. They can create a desire to continue learning. Second, stories exercise the imagination. Children can become personally involved in a story as they indentify with the characters and try to interpret the narrative and illustrations. This imaginative

experience helps develop their own creative powers. Third, children enjoy listening to stories over and over again. This frequent repetition allows certain language items to be acquired while others are being overly reinforced. Fourth, listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar context, which will enrich their thinking and gradually enter their own speech. This statement also clarified by Pardede (2010) that basically the stories are interesting to use both as materials for self-enjoyment and components language skill classes.

B. The Problems of the Study

The questions to be answered in this study are specially formulated as follow:

1. How does the use of story improve students' vocabulary mastery?
2. How are the students improving their vocabulary mastery using story?

C. The Objectives of the Study

Based on the discussion on the previous sections, the objectives of this study is to find out whether:

1. To find out whether story improves students' vocabulary mastery.
2. To know how the students are improving their vocabulary mastery using story.

D. The Scope of the Study

The participants in this study will be limited only for primary School of the Grade 6 of SDS TADIKA PURI and the participants were 23 students. The topic which will be discussed in developing vocabulary based on curriculum itself and the story use classical tales. The data was collected through test, interview, observation sheets, and researcher's diary notes.

E. The Significances of the Study

This study will hopefully be beneficial to the followings:

1. To English teachers, the findings of this study can be used in the trials to develop their students' vocabulary.
2. To the reader, this study can inspire to provide an alternative in develop students' vocabulary.
3. To the researcher, this research is expected to inspire as the source of information and reference for other researcher in the same study.