

# CHAPTER I

## INTRODUCTION

This chapter presented about the background of the study, the reasons for choosing the topic, research problems, aims of the study, and significance of the study.

### **1.1 Background**

Vocabulary as the basic component to make sentences. Vocabulary is the part of language for people to be able to express their thoughts, ideas, or feelings. Without vocabulary people are not able to say anything, without vocabulary people are not able to response to what they listen. When we want to speak, we need vocabulary. When we want to write something, we need vocabulary as well as in reading and listening in order to understand what is being written and what is being listened, we must know vocabulary first. Sometimes people want to response to something but they feel stuck because their vocabulary is limited. In order to be able to communicate well in a language, mastering a language is important. No matter how well one understands grammar, no matter how successfully one master the pronunciation of English, without vocabulary, one is unable to communicate well. Wilkins in Thornburry (2002:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. That means, vocabulary is one of the most important elements in learning English.

Vocabulary has an important role in helping students to be able to communicate in English. To be able to communicate effectively, students should know number of vocabularies. There are four language skills that should be learnt by students, namely speaking, reading, listening and writing. In order to make those skills easy to perform we need stock of vocabularies. This is supported by Nation (2015:137) in his paper of vocabulary learning, “having a rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform”. By having or knowing numbers of vocabulary, students are able to communicate well, it

makes them easier to understand reading material, and what is being said by the teachers as well as to express ideas or thoughts in English.

Vocabulary is emphasized as one of language elements presented in classroom during language teaching process. Teaching vocabulary is not only about allowing students to know and memorize a bunch of words but also providing the students the knowledge so that they are able to comprehend and apply the words they learn in a real context. Vocabulary has some components that should be learnt as well, such as how to pronounce the words, how to spell the words, the meaning of the words and the use of the word itself. In teaching and learning process, vocabulary mastery is needed by the students to build sentences. Students must acquire numbers of words and should know how to use them properly. Vocabulary mastery will help the students to understand and also improve the process of knowledge transfer in learning English. To achieve this goal, the students are expected to master a large number of vocabularies.

Based on the researcher's preliminary study in SMP Negeri 1 Kupang. There are some problems faced by teachers and students. First, many students who learn English face difficulty in embracing their vocabulary. The students have limited vocabularies to communicate in English effectively. They tend to feel uninterested to learn vocabulary as they easily forget words and the meaning. When learning English at classroom, many students are confused, they are unable to grasp what is being instructed and asked by the teacher because simply they are unable to understand the meaning of the words. Second, the reason causes students fail in vocabulary improvement because of the teaching methods used by the teachers are unsuitable for students. This causes students easily give up they feel as the method have zero chances. They easily get bored as the technique is to memorize instead of to practice, so they can comprehend the words utter. Teachers pay less attention to vocabulary improvement, but mostly about grammar and tenses. This causes them lack of using English as communicating tool. The fact that, English has been introduced to the students since they were in elementary school, and

by being at middle school, they should have been familiar with the basic English skill including the four English skills, vocabulary and know how to communicate in daily life using English, However, many students in SMP Negeri 1 Kupang unable to have the kind of English vocabulary to help them to use it to communicate.

From available techniques in teaching vocabulary, the researcher offers storytelling technique to conduct research in SMP Negeri 1 Kupang. As the researcher believes there are so many advantages using storytelling to improve students' vocabulary mastery. Supported by Cameron (2001:159) "Stories offer a full imaginary world, created by the language, which allows learners to enter and enjoy as they learn". Language learning should be fun and in proper way, it requires many activities and creative methods, by providing stories that will help students improve their vocabulary as students will directly practices the words in sentences from the stories given and the researcher believes that, it is highly memorable for students. In addition, supported by Lucarevschi (2016:31), storytelling has a strong power to hold students' attention and encourage them to actively participate in oral and written activities related to the story that being heard. From these statements, storytelling is a full package of a technique to learn vocabulary in fun way, enjoyable, it helps to create students' imagination, holds students' attention and it will help them learn better understanding in learning vocabulary as the stories will relate to their daily life. This will make them constantly practice to communicate the words they learn in their daily activities and surely, they will be highly motivated to improve their vocabulary.

Based on the background above, the researcher intends to conduct a pre-experimental study with the title **Improving Students Vocabulary Mastery through Story Telling at Eight Grade Students of SMP Negeri 1 Kupang.**

## **1.2 Research Problems**

From the background above, the researcher formulates the problems of this research as follows:

1. Does storytelling improve students' vocabulary mastery?
2. Is there any significant difference between students' vocabulary improvement before and after they are taught through storytelling at the eighth-grade students of SMP Negeri 1 Kupang?

## **1.3 Aims of Study**

1. To find out whether or not storytelling improves students' vocabulary mastery.
2. To find out whether or not there is a significant difference between students' vocabulary improvement before and after they are taught through storytelling at the eighth-grade students of SMP Negeri 1 Kupang.

## **1.4 Significance of Study**

### **1.4.1 Applications**

1. The English Teachers

As another technique to apply in order to improve students' vocabulary. As well as another technique to apply in the learning, in order to create fun situation in the teaching and learning process.

2. The students

The use of storytelling will help students to practice and improve their vocabulary. Many new vocabularies will be given to improve their vocabulary mastery.

3. The Future Researchers

This research can be used as a reference. Therefore, this research would be cultivated by another researcher.

### **1.4.2 Implication**

The researcher conducted and support this research with ideas of Cameron (2001:159) "Stories offer a full imaginary world, created by the language, which allows learners to

enter and enjoy as they learn”. Which support the theoretically about the use of storytelling to teach vocabulary. And, the result of this research would enrich the theory of vocabulary and teaching vocabulary by using storytelling.