

# CHAPTER I

## INTRODUCTION

### A. Background Of The Study

For mastering english, the person must ability to convey clearly what he say. Therefore, he need much stock of vocabulary. Beacuse by much stock of vocabulary the person is easier to choose the words to convey it. therefore vocabulary one aspect important in english. Because it most needed in interaction and communication. According to Allen, the students have seen and heard the English word for each one, and have copied the word into their notebooks.<sup>1</sup> Its mean that the student get new vocabulary by what he saw and what he heard. Cameron states that building up a useful vocabulary is central to learning of a foreign language at primary level.<sup>2</sup> It is a fact that the teaching vocabulary is a significant factor in language teaching. Therefore english and vocabulary has important relation in language.

Vocabulary is basic in second for foreign language learning because it concerns with knowledge. vocabulary is also one of the

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<sup>1</sup> Virginia french Allen, *Technique in Teaching Vocabulary*, (New York : Oxford University Press, 1982), p.34

<sup>2</sup> Lyme Cameron, *Teaching to Young Learners*, (New York: Cambridge University Press, 2001), p.72

primary challenges encountered by students who learn English as a second or foreign language. Vocabulary mastery can support student's listening and reading to understand the text they. Vocabulary mastery can also support student's speaking and writing to communicate their ideas in a speaking and writing form. Therefore to be mastery in vocabulary is important for all student.

When learning a foreign language, individual vocabulary in that language is one of the most important micro-skills to develop. Of course, all micro-skills like grammar, vocabulary and pronunciation are important. But it is far more difficult to communicate with no vocabulary than with no grammar.<sup>3</sup> From state above that in communication vocabulary is important for it and also can make the commucation will be connected one which other.

Learning English vocabulary as a foreign language seems difficult for some Indonesian students to master as it is completely different from Indonesian language itself. They find difficulty to memorize new words and to enlarge their vocabulary knowledge because that word is new and feels foreign at that word. In fact, having

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<sup>3</sup> <https://www.englishclub.com/vocabulary/what.htm>

low vocabulary proficiency will cause an obstacle for the students in learning English. While they have limited vocabulary in their minds, they are not able to use language accurately. It means that if the students are lack of vocabulary, it will circumscribe them to use language skill fully to express their ideas.

As regard the reality, learning new vocabulary is not easy. It is a fact when the writer observed In al-husna school. The writer found the students did not like english lesson and judge that english is difficult because it is not easy to say. It mean that the students has not much stock of vocabulary. The school is famed by its islamic religion , before enter class and after in the class. the student reading the praying or singing which related with religion and mean to motivate the student be more spirit But no for english because it so foreign for them and also its words difficulty to say. Different with indonesian language which easy to say. it make the studnts confuse and lazy in learning english. There are some factors writers has found, it is less of motivation to study english and it is less of students to study english. the students has not much stock of vocabulary And it is dfficult to memorize the word.

From problem students above, to make student motivated and enjoyable to study English vocabulary. There are several methode to

increases the students' vocabulary. The researcher thought that one of the ways to motivate and to increase students' vocabulary mastery by using short stories. Jesus and Sagrario state that the motivation that comes from the use of stories can help to create a positive attitude in the learner, a more permanent good attitude toward learning in general<sup>4</sup>. This means that using short stories makes happy in the learning process. And short stories are one of the interesting materials that help students to remember many new vocabularies.

Therefore, the teacher should give students the opportunity to practice their vocabulary by giving short stories that put them into the real practice to increase their vocabulary and easier to remember the words.

Based on the explanation above, the writer wants to conduct a research entitled ***“USING SHORT STORY TO ENRICH STUDENTS’ VOCABULARY AT SD ISLAM AL-HUSNA RANGKASBITUNG.”***

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<sup>4</sup> Juan Jesus Zaro And Sagrario Salaberi, *Handbooks For The English Classroom, Storytelling* (Between Townroads : Macmillan Publisher, 1995),5

## **B. Identification of The Problem**

Based on the background of the study, it may be able to identify some of the problems in certain direction by students in learning english is:

1. A lot of students in SD Al-husna still have difficulties in using vocabulary. Beside it they do not interst in increasing vocabulay.
2. The students' difficulties in memorizing new words.
3. The students were less motivated in learning vocabulary.

## **C. Formulation of Problem**

Based on the background of study, the writer intends to formulate the statement of the problem as follows:

1. How is student's vocabulary mastery at 5<sup>th</sup> grade of SD Islam Al-Husna rangkasbitung ?
2. How is the short story applied in teaching Vocabulary mastery at 5<sup>th</sup> grade of SD Islam Al-Husna ?
3. How is the effectiveness of using short story toward student's vocabulary mastery at 5<sup>th</sup> grade of SD Islam Al-Husna rangkasbitung ?

#### **D. The Aim of The study**

Based on the statement of problem above, the objectives of the research are follows:

1. To know students vocabulary mastery before at 5<sup>th</sup> grade of SD Islam Al-Husna Rangkasbitung.
2. To know the short story applied in teaching Vocabulary mastery at 5<sup>th</sup> grade of SD Islam Al-Husna ?
3. To know the effectiveness of using short story toward student's vocabulary mastery at 5<sup>th</sup> grade of SD Islam Al-Husna rangkasbitung.

#### **E. The Scope of Limitation of The study**

This study is centered on analyzing the effectiveness of using short story to enrich students' vocabulary mastery at 5<sup>th</sup> grade of SD Islam Al-Husna rangkasbitng. And scope of this study is vocabulary mastery.

#### **F. Significance of Study**

The writer hopes this study give contribution for English teacher, student, school, writer and next researcher.

### 1. The school

It can increasing the school education quality, especially in English vocabulay mastery.

### 2. Students

- a. The students get new experience in learning process especially in vocabulary.
- b. The students can to increase their vocabulay mastery.
- c. The student happines in learning process.

### 3. English Teachers

It can help the English teacher to choose the appropriate method in teaching learning process especially in increasing vocabulary mastery. And the teacer helps the students in learning vocabulary mastery.

## **G. The Hypothesis of The Research**

Based on the background of the study above, the writer submits the hypothesis. Narbuko says that “Hypothesis is a temporary answer the issue of research, the truth remains to be tasted empirically.”<sup>5</sup> Muijs defined “Hypothesis can be defined as ‘a tentative explanation that

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<sup>5</sup> Cholid Narbuko dan Abu Ahmadi, *Metodologi Penelitian*, (Jakarta: PT. Bumi Aksara, 2009), 29.

accounts for a set of facts and can be tested by further investigation', as we mentioned earlier."<sup>6</sup> And hypothesis as follow :

1. The experimental hypothesis (Ha) There is a significance improvement in applying short story toward students' vocabulary mastery.
2. The null hypothesis (Ho) There is no significance differences in applying short story toward students' vocabulary mastery.

## **H. Previous of Study**

There are some writers that already have conducted the research about using short story to increase students' vocabulary.

The first paper written by Anisah, English departemen of tarbiyah faculty sultan Maulana Hasanudin Banten State Institute for Islamic Study 2015. The title is "The Effectiveness of Using Short Story on Students' Vocabulary Mastery at The Eight Grade of MTsN Ciwandan". The population of her study the Eight grade of MTsN Ciwandan. The writer used an experiment method, which take two groups as experimental class and control class, Pre- test Post-test, and using quantification data. The objective of this study was the effect of

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<sup>6</sup> Daniel Muijs, *Doing Quantitative Research in Education*, (London: SAGE Publications Ltd, 2004), 16.



short stories on students' vocabulary mastery. The result of using short story method toward students' vocabulary mastery is affective in teaching vocabulary. By using experimental research class" then, the experimental class get higher score then control class.

The second paper written The first paper written by Hayati from universitas negeri semarang (UNM). The title is "Using Short Story To Improve Students' Vocabulary Achievement of the Grade IX Students of SMP Negeri 6 Pangsidi Sidrap Regency". This research employed the method of the research was quasi-experimental research method. Two classes were selected using cluster random sampling technique, 25 students each. One by experimental group, and the other by control group. The experimental group was taught by short story method and the control group was taught by non short story or conventional method.. The objective of this study is to find out aspect of vocabulary was dominantly affected by short story at SMP Negeri 6 Pangsidi.. The result of using short story method toward students' vocabulary mastery is affective in teaching vocabulary. According to this statement it was proven the student got higher score.

From the researcher above, the writer conclude that two provios above have similarity in using short has good effect in learning

vocabulary. The study in this paper is different from previous study above, the difference is on the effect in story. Two previous study above used story for students in MTsN and Smp, but in this study the writer use short story for students in SD. Because the writer thought that short story is more suitable for Students of SD.

## **H. The Organization of Writing**

In this study, the writer organizes this paper as follow:

Chapter one is Introduction with consists of The Background of Study, Identification Of The Problem, Formulation Of The Problem, The Aim of the study, the scop of limitation of the study, significance of study, the hypothesis of research, Previous of Study and the Organization of Writing.

Chapter two is Theoretical Framework. It discusses about Vocabulary: Definition of Vocabulary, The Types of Vocabulary, The important vocaabulary, Vocabulary mastery, The Technique in teaching vocabulary, the strategies in learning vocabulary, . Its also discuss about short story : Definition of short story, The Procedures of teaching short story to enrich students' vocabulary and The Advantage of short story.

Chapter three: Methodology of Research. It concludes Place and Time of Research, population and sample, The Research Instrument, The Technique of Data Collecting and Technique Data Analyzing,

Chapter four: Research Finding. It concludes description of data and interpretation.

Chapter five: Conclusion and Suggestion. It contains conclusion and suggestion from the writer based on the previous discussion.