

## **CHAPTER I**

### **INTRODUCTION**

This chapter is intended to introduce the topic and problem to the readers. The researcher presents background of the study, formulation of research problem, purpose of the study, formulation of hypothesis, significant of the study, scope and limitation of the study, and definition of key terms.

#### **A. Background of the Research**

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language".<sup>1</sup> Vocabulary acquisition is a fundamental component of language learning and proficiency. For high school students, especially those in their formative academic years, mastering vocabulary is crucial not only for their performance in language

---

<sup>1</sup> Schmitt, N. "Vocabulary in Language Teaching", Cambridge: Cambridge University Press, (2000).

classes but also for their overall academic success. The effectiveness of different teaching methods in enhancing vocabulary acquisition remains a significant area of inquiry in educational research. This study focuses on comparing two distinct teaching techniques story based learning and translation methods to determine their impact on the vocabulary achievement of tenth-grade students at SMAN Jogoroto.

Vocabulary Mastery Vocabulary is a crucial aspect of language learning, and mastering a wide range of words is essential for effective communication. However, many students struggle with vocabulary acquisition, which can hinder their overall language proficiency. Vocabulary is often described as the building block of language. It plays a critical role in reading comprehension, writing, speaking, and listening. A robust vocabulary helps students express themselves more clearly and understand the nuances of the language, which is essential for academic success and effective communication. Given its importance, educators continually seek the most effective strategies to teach vocabulary. communication. However, many students struggle with vocabulary acquisition, which can hinder their overall language proficiency. Vocabulary is often described as the building block of language. It plays a critical role in reading comprehension, writing, speaking, and listening. A robust vocabulary helps students express themselves more clearly and understand the nuances of the language, which is essential for academic success and effective communication. Given its importance, educators continually seek the most effective strategies to teach vocabulary.

**B. Research Problem**

This study is guided by the following research problems:

1. How is student's vocabulary mastery after being taught by using Translation Technique?
2. How is student's vocabulary mastery after being taught by using story telling technique?
3. Is there any significant different score on vocabulary between in the student's taught by using Translation Techniques and those by using Story Telling Technique.

**C. Purpose of the Study**

The purpose of this study is to compare the effectiveness of two different teaching techniques Translation Technique and Storytelling Technique on students' vocabulary mastery. Specifically, the study aims to:

1. Determine the level of students' vocabulary mastery after being taught using the Translation Technique, which involves linking target vocabulary to their first language and may leverage parallel texts to foster vocabulary learning and retention.
2. Assess the level of students' vocabulary mastery after being taught using the Storytelling Technique, which engages students through narrative contexts, encourages active participation, and has been shown to significantly improve vocabulary acquisition and retention.
3. Examine whether there is a significant difference in vocabulary scores between students taught using the Translation Technique and those taught using the Storytelling Technique, thereby identifying which method is more

effective in enhancing vocabulary mastery.

#### **D. Formulation of Hypothesis**

There are three hypotheses used in this study, namely :

##### 1. Students' Vocabulary Mastery after Being Taught with Translation Technique

- Null Hypothesis ( $H_0$ ):

There is no significant increase in students' vocabulary mastery after using Translation Technique

- Alternative Hypothesis ( $H_a$ ):

The use of Translation Technique significantly improves students' vocabulary mastery.

##### 2. Students' Vocabulary Mastery after Being Taught with Storytelling Technique

- Null Hypothesis ( $H_0$ ):

There is no significant increase in students' vocabulary mastery after using Storytelling Technique

- Alternative Hypothesis ( $H_a$ ):

The use of Storytelling Technique significantly improves students' vocabulary mastery.

##### 3. Significant Difference in Vocabulary Score between Translation Technique and Storytelling Technique

- Null Hypothesis ( $H_0$ ):

There is no significant difference in vocabulary score between students taught

with Translation Technique and Storytelling Technique

- Alternative Hypothesis ( $H_a$ ):

There is a significant difference in vocabulary score between the two groups of students

This formula refers to an example of a comparative hypothesis in experimental research, using a t-test to compare the effectiveness of the two techniques.

### **E. Significance of the Research**

- For the Teachers

This technique is one way that for English teachers can help their pupils improve their speaking comprehension. It helps teachers become more creative and serves as a guide for English teachers who want to employ this technique in the classroom to make their classes more engaging and dynamic.

- For Students'

Attention is definitely drawn to studying when this technique is used in the teaching and learning process. The pupils are inspired to speak more boldly in English during class. Additionally, this technique can help students become more proficient speakers in the classroom or in social situations.

- For Schools

For the school the research's findings should provide the school with information to enhance its teaching methods and promote students' English speaking understanding.

- The Researcher

Can get some experience and expand her knowledge from this research, and it is anticipated that it will serve as a reference for teaching speaking comprehension to both teachers and students. If she decides to become a teacher in the future, she can use this tactic. Other scholars who wish to conduct additional research on speaking activities would also benefit from this study.

#### **F. Scope and Limitation of the Study**

In this study the researchers focused on eleventh grade students at SMA Negeri Jogoroto. Story telling and everyday vocabulary translation techniques to improve students' vocabulary mastery. The study was conducted over a limited time periode, which may have limited the depth of analysis and the number of data points collected.

Based on the research background above, the scope of this study is to determine the effectiveness of increasing student vocab using a comparison of story telling techniques and translation techniques on improving speaking skills for tenth grade students at SMA Negeri Jogoroto. The researcher focuses on the aspect of measuring the effectiveness of vocabulary mastery on vocabulary addition skills

#### **G. Definition of Key Term**

To clarify the research discussion entitled “The Effectiveness of Story Telling Compared to Translation Technique on The Eleventh Grade Students’ Vocabulary Mastery at SMAN Jogoroto”, the researchers will explain several terms in the title as follows :

- a. A Comparative based on this study of techniques to increase students’

vocabulary, namely Story Telling and Translation Techniques.

- b. Effectiveness based on this study means the effectiveness of students' speaking scores using new vocabulary before and after testing or treatment using a comparative study of Story Telling and Translation Technique. To increase students' vocabulary. A significant difference in the scores can be shown by the calculation of the statistical formula.
- c. Story Telling based on this study is a technique of telling stories in an interesting and effective way, so that the students' feel interested emotionally involved. That can also feel add insight into vocabulary that they did not know before.
- d. Translation based on this study the process of changing text or speech from one language to another, so that the message or meaning remains the same. Translation can help improve communication and understanding between languages and cultures. It can also add new vocabulary for student.
- e. Vocabulary Mastery based on this study is a ability to understand, use and master word in language, both spoken and written. Understand the meaning and definition of words, use appropriate words in the context of a sentence or conversation, know words and correctly use them in communication. By understanding and applying the above strategies, it can improve vocabulary acquisition and improve communication skills.