

CHAPTER I

INTRODUCTION

1.1 Background

Vocabulary knowledge is an aspect that must be prioritized in language learning. Vocabulary is the initial foundation that learners must have in learning a foreign language. Vocabulary plays a vital role, especially in communication skills. Without having enough vocabulary, it will be difficult for someone to convey and understand messages well. Not only that, vocabulary mastery can also help write or compose effective stories. This is supported by the opinion of Asikcan (2023), that the more vocabulary people master, the more effectively they can articulate their thoughts and emotions. Therefore, vocabulary mastery plays an important role as a basis for communication and helps improve comprehension and writing. For this reason, vocabulary has a substantial role in learning language skills, especially foreign languages.

Students' difficulties in language learning are usually due to not having enough vocabulary. Then it makes students unable to master English skills. According to Rosyanda & Apoko (2023), one factor that makes it difficult for students to communicate in English is their laziness in acquiring and enriching vocabulary. In addition, motivation is also important in order to foster students' willingness to learn. Students are often not serious in participating in learning, causing the material they have learned to only last a short time in the brain. Therefore, teachers must be creative teachers by finding the right techniques in learning vocabulary.

Futhermore, there are challenges for learners in learning vocabulary. One of the challenges is the difficulty in pronunciation due to the difference between the writing and pronunciation of a word. For example, there are words such as muscle, listen, write, etc. words that have silent letters can be a challenge for learners especially for Indonesian students, who as we know in Indonesian words there is no such thing as silent letters. So, pronunciation errors often occur due to sound differences between English and students' first language (Siddiqua in Achmadi & Sofiana, 2024).

Based on the experience of researchers participating in the UNCP Independent MBKM program activities after observation, the problem faced by students' of SMPN 3 Palopo they are lazy to enrich new vocabulary due to lack of motivation. And also, there is no habit in repeating reading to learning vocabulary. That is why students do not have adequate vocabulary mastery. In addition, the difficulty in pronouncing a vocabulary becomes an obstacle to language learning. The difference in pronunciation between L1 (Indonesian) and L2 (English) makes it difficult for students to learn. Although English phonetics has been learned, the influence of the first language is still very strong. Based on classroom observations, it was found that some students were still unable to pronounce appropriate vocabulary. When students were asked to pronounce a vocabulary such as "bad", the word "bad" which should be pronounced with /bæd/ but pronounced by them with the sound /bəd/. This shows that students are still influenced by their first language, which does not have the phonology /æ/ (as in the word "bad"). They tend to express vocals that are close to the Indonesian vocal system such as the vocal /æ/ into /e/ (as in the word "bad"). Because of that problem, they become not confident because of their pronunciation mistakes. For this reason, teachers must prepare the right approaches, methods, and media to encourage students to be active and motivated them involved in learning.

Learning media using technology can be used to attract students' interest. Because in this era where technology is used by almost everyone and can't be separated from their life. Based on several studies in the journal Maya et al. (2022), said that the incorporation of technology into classroom education can increase learners' engagement in learning, their motivation, and their attractiveness. One of the media that can be used as a fun and alternative medium to support students' vocabulary development is digital storytelling.

Previous studies have found that digital storytelling is effective in improving students' vocabulary because it can create interest and motivation to learn. For example, Barakat & Hamed (2023) found that the use of digital storytelling is an effective way to attract students' engagement and motivation in class because of the use of technology such as multimedia in the form of text, images and sound that can help and encourage the development of the learning process.

Based on the explanations above, the researcher concludes that to attract students' interest in learning, digital storytelling is the right media to use. In addition, by using digital storytelling as many opinions say that digital storytelling is effective for improving students' vocabulary mastery. By watching digital storytelling students can see pictures to see the object directly and hear the pronunciation of the word they read. So, it will be easy to remember the vocabulary because the story has been visualized. Therefore, the researcher interested to conduct research entitled “Digital Storytelling in Improving Students’ Vocabulary Mastery at the Second Grade of SMPN 3 Palopo”.

1.2 Problem Statement

Based on the description of the background above, the researcher formulated the research problem as follows: “Is the use of digital storytelling effective in improving students’ vocabulary mastery at the second grade of SMPN 3 Palopo?”.

1.3 Objective of The Research

Based on the research problem, the objective of the research is to determine the effectiveness of the use of digital storytelling in improving students’ vocabulary mastery at the second grade of SMPN 3 Palopo.

1.4 Significance of The Research

The significance of this research as follows:

1. For teachers, it provides some information on how to teach vocabulary. And also, media that can be used to support vocabulary learning.
2. For students, provides information and knowledge on how to improve vocabulary mastery which will be useful for learning various aspects of English language skills.
3. For future research, this study can help future researchers to find out more about the effectiveness of using digital storytelling as a media to improve students' vocabulary mastery. Plus, this study can be used as a reference in further vocabulary research.

1.5 Scope of The Research

The scope of this research is to improve students' vocabulary mastery by using digital storytelling. The vocabulary types that are the focus of this study are verbs, adjectives and nouns.

1.6 Operational Definition

The following is an operational definition of some of the main terms of this research:

1. Vocabulary

Vocabulary is a collection of words known by a person that has meaning used in a language. Vocabulary is an important aspect in building a language.

2. Vocabulary mastery

Vocabulary mastery is a person's ability to recognize a word with its meaning and use these words effectively in various contexts.

3. Digital storytelling

Digital storytelling is a way of telling stories using digital media that combines images, text, audio, video and graphics into a video story. Digital storytelling displays an animated video of the story discussed with text as subtitles and audio to facilitate the audience's understanding of the story.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent of Ideas

1. Digital Storytelling

a. Definition of Digital Storytelling

According to Arroba & Acosta in Sembiring & Simajuntak (2023), argue that digital storytelling is a type of spoken production that employs text-based technology. Furthermore, Anggara (2023) defines digital storytelling as a story combined with technology that can be used as a learning medium. Similary with the opinion of Nasri & Saou (2024) states that digital storytelling is a story involving digital devices in the form of text, images, music and audio. Also, Kurniawan (2021), says that digital storytelling is the latest storytelling method by adding elements of technology to the presentation of the story. And according to Barakat & Hamed (2023), defines digital storytelling as a story made in an instructional style that presents stories with technology in the form of images, text and sound.

According to Amelia & Abidin in Setiyorini (2020) digital storytelling is advantageous for language learning because it presents language features (vocabulary, grammar, sentence structures and linguistic elements) within the context of digital stories, helping learners engage with and understand the language more effectively. Moreover, according to Rahiem in Pujiani et al (2023), digital storytelling can be more entertaining and communicative in learning activities.



Picture 1. Example of Digital Storytelling
Source: Youtube Dongeng Kita (2021)

So, the researcher can summarize that digital storytelling is a suitable medium used in learning language because it presents language features such as vocabulary, grammar, sentence structures, and linguistic elements within the context of digital stories that can help learners learn effectively. Digital storytelling is a story that is applied using digital devices, where there is a combination of technological elements in the form of text, images, music and audio as learning media.

b. Digital Storytelling in Teaching Vocabulary

According to Chiew et al. in Sembiring & Simajuntak (2023), Digital storytelling is a technology that can make learning more engaging and help students learn new words. It provides an enjoyable platform for the learning process. Using digital storytelling as a learning medium can increase students' learning motivation. This is supported by various opinions from previous research. One of the opinions from previous research according to Kurniawan (2021) in his research it was found that the digital storytelling method can attract students' interest and motivation from the stories presented to learn the vocabulary given because digital storytelling is presented with visualization elements. The images presented can help students to understand the context and content of the story.

Furthermore, the findings from Setiyorini's research (2020) found that using digital storytelling as a learning media can provide an interesting learning situation because during learning students always feel happy and they feel that learning vocabulary is fun. Although sometimes they make mistakes, they make these mistakes as lessons to learn vocabulary.

According to Barakat & Hamed (2023), the use of digital storytelling is an effective way to attract students' engagement and motivation in the classroom because of the use of technology such as multimedia in the form of text, images and sound that can help and encourage the development of the learning process. in addition, according to Liu et al (2018), combining digital storytelling activities such as describing images can support students to produce stories orally and improve students' speaking skills. students learn enjoyable and challenging

because it involves technology. Therefore, digital storytelling can be used as a learning medium for English language skills.

So, the researcher can conclude that digital storytelling effectively helps students to learn vocabulary, which can arouse students' interest and motivation because in digital storytelling there is a combination of text, images, music and audio. With the audio-visual media, students will be motivated to learn because of their interest in the media so it can invite engagement which makes learning more fun and challenging.

In general, there are several steps in making digital storytelling according to Alan (2023) as follows:

- 1) Brainstorming, think about what you want the story about.
- 2) Create a script and storyboard.
- 3) Record your voiceover and saving on your device.
- 4) Gather or create the images or video clips, choose music and sound effects.
- 5) Create the video depending on your script and storyboard by putting all the elements together.
- 6) Share the finished video for discussion and evaluation.

Based on the steps above, the researcher can conclude how to implement digital storytelling in teaching vocabulary in the classroom as follows:

- 1) Explained the vocabulary material (nouns, adjectives, and adverbs) and what digital storytelling is.
- 2) Divide the students into groups
- 3) Asked students to find as much vocabulary as possible related to the research focus, namely nouns, adjectives, and adverbs when watching digital storytelling.
- 4) Explain the meaning of the vocabulary found, how to pronounce it, and its use.
- 5) Do an exercise test to recall the vocabulary that has been learned.
- 6) Evaluate the results and explain the correct answers.

c. Advantages and Disadvantages of Digital Storytelling

According to Chan et al. in Maya et al. (2022), digital storytelling offers several educational advantages as follows:

1) Learner Engagement

Digital storytelling is considered an effective learning tool that can boost students' participation in the educational process. By presenting instructional materials through a combination of text, images, videos, and audio, it captures learners' attention and makes the learning experience more engaging and relevant, encouraging greater involvement.

2) Reflection of Deep learning

Deep learning occurs when students connect new information to their existing knowledge and experience, and then critically analyze the logic and views. This suggests that young learners engage in deep learning by understanding concepts in detail and connecting them to their past experiences, which allows them to explore their reasoning more thoroughly. Digital storytelling is particularly effective in this regard, as it offers the educational advantage of encouraging reflection on deep learning.

3) Motivation

Digital storytelling is considered an effective tool for motivating young language learners to learn English.

While digital storytelling offers many benefits, it also has some drawbacks. According to Haetami (2023), one limitation of using digital storytelling is its reliance on technology, as it requires access to digital devices and software, along with the necessary skills to use them. Issues related to accessibility and technical problems can occasionally hinder the learning experience.

So, the researcher can conclude that digital storytelling offers several educational benefits, including increasing student engagement, reflection of deep learning, and also serves as a powerful tool for motivation, especially in encouraging students to learn English. However, there are some drawbacks, such as dependence on technology. Access to and proficiency in using digital devices and software can be a challenge, and technical issues or accessibility limitations can disrupt the learning process.

2. Vocabulary

a. Definition of Vocabulary

There are definitions of vocabulary from several studies. The Cambridge Online Dictionary in Abishi & Alqawi (2022), defines vocabulary as all the words known and used by a particular person or all the words that exist in a particular language or subject. Meanwhile, Thornbury in Syafrizal et al. (2023), defines the list of terms in a language that a person is familiar with is called their vocabulary. On the other hand, Mulyati's opinion in Deviyani & Asni (2018) is that vocabulary is also part of the language component. Vocabulary consists of words used in communication both orally and writing. Teaching new vocabulary can be a challenge for teachers. This is because learning vocabulary is not only about knowing its meaning, but also about its form and usage (Kacani & Cyfeku in Barakat & Hamed 2023).

So, it can be concluded by researchers that vocabulary is a vital aspect of language, which is a list of words that have meanings known by a person in a language. Vocabulary needs to be taught in language learning, which is useful as an initial foundation in order to learn the four language skills of listening, reading, writing, and speaking. With the knowledge and mastery of vocabulary, learners are expected to be able to communicate effectively. In addition, students can understand a reading easily, write something in an organized manner, and listen easily because they already know the pronunciation of the vocabulary. Therefore, vocabulary is said to be an important aspect of language learning.

b. Kinds of Vocabulary

In language, vocabulary has several types. According to Elmahdi & Hezam (2020) written in their journal that vocabulary is divided into two, namely:

1) Receptive vocabulary

Receptive vocabulary is the amount of vocabulary that a person can identify and understand when they listen and read. Students will identify the vocabulary when they hear or see/find it in a text. But in writing and speaking the vocabulary will not be understood. Students don't have to know the full meaning of each vocabulary word to fully understand it.

2) Productive vocabulary

Productive vocabulary is vocabulary that is understood by students, so that it can be pronounced correctly. This vocabulary is produced or created during speaking and writing activities. Students need to compose their own words to build a sentence and also when speaking. It can be said that productive vocabulary is an active process of students in learning because they produce words that express what they think.

c. Aspects of Vocabulary

There are several aspects that learners must learn when learning vocabulary. According to Mardianawati cited in Susilaningrum & Asri (2024), the aspects of vocabulary that can be learned are as follows:

1) Meaning

In learning a foreign language, students must know the meaning of a word. By knowing the meaning of the word, communication in writing and orally will be easy for students.

2) Spelling

In learning vocabulary, spelling is very crucial because it can help in reading activities. Spelling relates between sounds and letters. In learning English vocabulary, students cannot spell words well because there are some words that have differences from what is written, for example, the letter (I) is not always pronounced /I/. Therefore, English teachers should guide students to pronounce and spell English words correctly.

3) Pronunciation

Pronouncing words allows students to remember and identify pronunciations more easily. Pronunciation is difficult to learn because there is no relationship between the spelling of the word and the pronunciation. Some words have only one pronunciation and sometimes a word has two pronunciations or more than two pronunciations.

4) Word class

Word classes are categories of words such as nouns, verbs, adverbs, adjectives, and prepositions. Word classes are an important feature in semantic analysis.

5) Word usage

Word usage is how a word, phrase, or concept is used in a language.

d. Word Classes

The following are the word classes that are the focus of the research according to Afria et al. (2021):

1) Nouns

Nouns are words or groups of words that express a name such as a person (Maria, Nina, John, teacher, doctor, etc), animal (cat, dog, elephant, tiger, rabbit, etc), place (Jakarta, school, park, beach, library, etc), idea (Freedom, love, hope, democracy, knowledge, etc), object (book, table, car, phone, pencil, etc), or activity (swimming, running, painting, reading, dancing, etc).

2) Verbs

Verbs are words or groups of words that describe something whether it is about actions (run, jump, write, read, sing, etc), events (happen, occur, take place, arise, begin, etc), existence (be, exist, live, remain, stand, etc), experiences (feel, see, taste, hear, suffer, etc) or circumstances (happen, change, continue, decline, develop, etc).

3) Adjectives

Adjectives are words or groups of words used to describe, characterize and add meaning to a noun or pronoun. For example: (1) descriptive; beautiful, tall, hot, strong, bright, (2) characterizing; honest, kind, patient, creative, friendly, (3) qualitative; good, bad, negative, positive, simple, (4) quantitative; few, many, several, some, enough and (5) emotional; happy, sad, excited, angry, nervous, etc.

e. Vocabulary Mastery

Maryamah in Acyadi & Sofiana (2024), states that vocabulary mastery in terms of superficial knowledge refers to the total number of words a person knows. To improve their academic ability and learn more efficiently, students must have a significant vocabulary. They must also master vocabulary that is appropriate for their level of education. Mastering vocabulary is not just knowing words and their meanings, but words must also be able to be expressed by a person. In line with the opinion of Dalimunthe & Haryadi in Anggara (2023), vocabulary mastery refers to a person's ability to recognize and also express the meaning of words.

Additionally, Kacani & Cyfeku in Barakat & Hamed (2023) said that whole knowledge of a word requires more than merely knowing the word or having the ability to give its meaning; it consists of learning its meaning, form and use. And also, according to Rahmah et al. (2023), vocabulary mastery is the knowledge in interpreting the words. Not only how many words are known, but how the vocabulary can be used to multiply words, understand words, and combine words.

So, it can be summarized by the researcher, vocabulary mastery is a number of words that a person knows the meaning of which the word can also be expressed. A person will be considered to have mastered vocabulary when that person is able to express the words that he/she knows. So, vocabulary mastery is not just knowledge of a vocabulary but a person's ability to express and use it in communication.

f. Teaching Vocabulary

Anggara's statement (2023), reveals that vocabulary learning is one of the problems or challenges of vocabulary learning based on the experience of English language learners. Teaching and learning vocabulary is not an easy matter. In fact, these difficulties are experienced by students and teachers. It is also supported by the opinion of Kacani & Cyfeku in Barakat and Hamed (2023), who said that teaching new vocabulary in a foreign language may still be a controversy from many parties. This is because knowledge of a word is not enough just to know and give its meaning but also to learn its meaning, form, and use. As a result, there is a need for appropriate strategies for vocabulary teaching. Halliwell in Anggara (2023), identifies that the absolute thing to do is select suitable methods, strategies and approaches in teaching. Supported by Suharsih & Hamidiyah in Pujiani et al. (2023), say that the use of media can keep students' attention during learning. as a result, it will be easy to control the class. It implies that the media must promote learning activities and enable pupils to easily comprehend the material. Therefore, teachers must prepare the right approach strategy which will later be implemented to students. Not only media, teachers must also prepare themselves to keep up with the latest strategies. It is important to build creativity in creating interesting learning for students. In addition, mastery of the material is also crucial so that it can be understood by students well.

In teaching vocabulary, there are principles taught that is crucial about what needs to be taught and how the student is taught. According to Nation in Matenova (2023), there are six principles of teaching vocabulary namely: (1) keeping teaching simple and clear without complicated explanations. (2) linking current teaching with past knowledge. (3) using both oral and written presentations. (4) giving primary attention to known words, (5) informing learners if the word is a high-frequency word that needs to be noted for future attention, and (6) not bringing in unfamiliar or lesser-known related words such as close synonyms, opposite words, or members of the same lexical set.

So, the researcher can conclude that vocabulary teaching in language learning is essential. By having an adequate vocabulary and being able to express it, communication will go well. Furthermore, vocabulary teaching requires careful preparation. Teachers must prepare themselves, with approaches, media, methods, and strategies that are appropriate to the level of the students themselves. Self-preparation teachers such as creative follow the development of the latest teaching strategies and certainly must master the material to be taught to students. With the right strategy in the teaching and learning process, students will be motivated to engage in the learning process because of the suitability of the teaching carried out.

2.2 Previous Studies

In writing this research, researcher found several studies related to this research, as follows:

1. Anggara, S. D. (2023) "Improving Vocabulary Mastery of Junior High School Students by Watching Digital Storytelling". This research aims to determine the improvement of vocabulary mastery of junior high school students by using Voicetread as a storytelling medium and also to find out how students' perceptions of using voicetread media to improve vocabulary mastery. The method used in this research is descriptive quantitative with experimental research design. The samples selected were eighth grade students as many as two classes, each class consisting of 20 students and a total of 40 students as samples. One class for the experimental group that was given special treatment and the other as a control group that was not given special treatment during the research. The result of this research is that the use of digital storytelling media

in the form of voicethread can improve students' vocabulary mastery and has an effect on independent learning motivation.

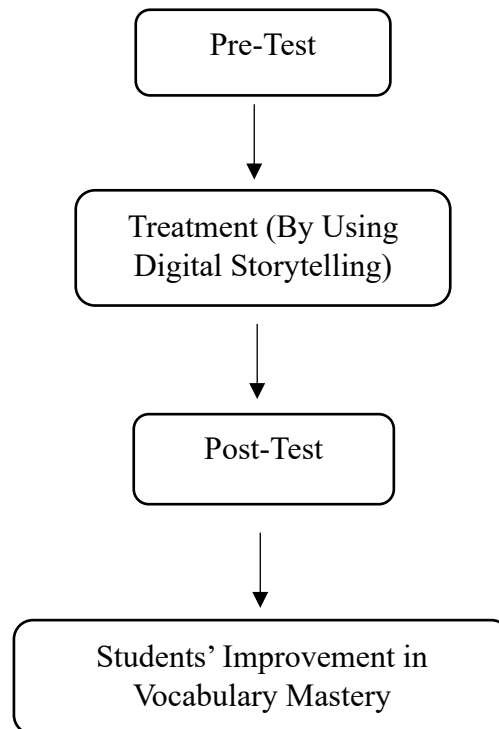
2. Sembiring & Simajuntak (2023) "Digital Storytelling as An Alternative Teaching Technique to Develop Vocabulary Knowledge of EFL Learners". This research aims to determine whether digital storytelling can replace traditional teaching techniques to improve vocabulary skills. This research was designed as a comparative research design with a quantitative method. The samples taken were students of VII A and VII B classes. The findings show that digital storytelling can help improve and develop students' vocabulary skills in the treatment class.
3. Jwair (2023) "Improving middle-school students' English Vocabulary Via Digital Storytelling". This research aims to explore junior high school student's perceptions of the use of digital storytelling to improve English vocabulary acquisition. The method used in this research is a quantitative descriptive method with qualitative case study research design. The study involved 30 students out of 136 female second graders, representing 22% of the community. The result of this research is that digital storytelling can improve vocabulary acquisition, language proficiency, and grammar understanding.

The difference between this research and previous research is the research design. This research will use a pre-experimental method design with a quantitative descriptive method. Whereas, the first research used an experimental method research design using a quantitative descriptive method. Then the second research used a comparative research design and the third research used a case study design with qualitative methods.

Furthermore, the similarity between this research and the previous studies is that they both examine the effectiveness in using digital storytelling to improve students' vocabulary mastery. Several previous studies found that the use of digital storytelling as learning media can enrich students' vocabulary mastery. Students are interested in learning so students are actively involved in learning.

2.3 Conceptual Framework

The conceptual framework in this research is as follows:



Picture 2. Conceptual framework

The conceptual framework above shows that in this research, the researcher focused on the improvement of vocabulary mastery among the second-grade students of SMPN 3 Palopo. In the table above, the researcher focuses on vocabulary mastery in students. The first thing that the researcher does is a pre-test, to know the initial of vocabulary mastery of the students. Then the researcher carries out treatment, the use of digital storytelling applied as media to improve students' vocabulary. After giving the treatment, the researcher will give a post-test. The expectation of the researcher in use of digital storytelling as media can improve students' vocabulary mastery at the second-grade students' of SMPN 3 Palopo.

2.4 Hypothesis

Based on the literature review and conceptual framework above, the hypothesis is formulated as follows:

1. H_0 : There is no significant difference between students' pre-test and post-test results after vocabulary treatment by using digital storytelling.
2. H_a : There is a significant difference between students' pre-test and post-test results after vocabulary treatment by using digital storytelling.

Hypothesis testing:

If $\text{sig} < \alpha = H_0$ is rejected and H_a is accepted

If $\text{sig} > \alpha = H_a$ is rejected and H_0 is accepted

Based on the criteria above, it can be explained that if a significant value is lower than α ($\alpha=0.05$), it indicates that H_a is accepted. This means there is a significant difference between students' pretest and post-test results after vocabulary treatment by using digital storytelling. Meanwhile, if a significant value is higher than (α ($\alpha=0.05$)), it indicates that H_0 is accepted. This means there is no significant difference between students' pretest and post-test results after vocabulary treatment by using digital storytelling.