

CHAPTER I

INTRODUCTION

1.1 Background

One of the English sub-skills that needs to be taught to the pupils is vocabulary because it plays a crucial part in all language skills. According to Wilkins in Thornburry (2012:13), without vocabulary nothing can be said and without grammar very little can be said. In other words, mastering vocabulary is the first skill that language learners need to acquire. Students' listening comprehension of lectures, class discussions, and other presentations is influenced by their vocabulary. How effectively they convey a message depends on the words they use when speaking. Students' reading comprehension and ability to interpret a material are impacted by their vocabulary. Additionally, pupils' vocabulary impacts how effectively they communicate their ideas to the reader when it comes to writing. In order to prepare pupils to be able to communicate in English, vocabulary is crucial.

The teaching of vocabulary in the classroom must be appropriate to prevent issues with the students' vocabulary mastery because vocabulary has become one of the crucial aspects of teaching and learning English. According to Usman (2019:1), several students in the 12th Grade of SMAN 6 Palopo continued to struggle with vocabulary.

In actuality, many pupils struggle with language due of a variety of issues that affect the students. Likewise, when learning and instructing English-related courses. The ability and learning objectives that students are expected to accomplish will depend on how well they master their vocabulary in their English classes. Similar issues with pupils' limited vocabulary and teachers' sparing use of instructional media were also present at SMAN 6 Palopo. Students are less motivated and enthused to study language as a result, which has an adverse effect on their performance. The author offers different learning resources in this opportunity in relation to the aforementioned issue. Digital storytelling is the medium. One effective learning medium for improving vocabulary retention in pupils is narrative media.

According to Ameer (2014:6), using digital storytelling with young students may assist them learn vocabulary and advance in the study of a foreign language. Additionally, he came to the conclusion that kid-friendly websites can provide a wealth of possibilities for kids to practice their foreign language skills in a fun environment.

The researcher employs "Digital Story Telling" to address the language issues the students are having. Based on the observation in Magang III, the researcher discovered that the students lack vocabulary, thus this media is a combination of the media and tale to make students interested in learning vocabulary. This topic should be brought up in material research, and the explanation above urges researchers to do so "student's ability in recalling vocabulary through digital storytelling at SMAN 6 Palopo".

1.2 Problem Statement

Based on the description in the background, the researcher formulated the problem statement of this research "How is the student's ability in recalling vocabulary taught using digital storytelling at SMAN 6 Palopo?"

1.3 Objective of the research

The objective of this research is to find out the student's ability in recalling vocabulary taught during Digital Storytelling (DST) at SMAN 6 Palopo.

1.4 Significance of the research

The result of the research was expected to be useful information:

1. For the teacher, it can be an alternative media when they would like to teach vocabulary.
2. For students, it can also improve the student's ability in learning vocabulary by using Digital storytelling (DST).

3. For the next researcher, it can be used as a reference for her or him who wants to conduct research about vocabulary using Digital storytelling (DST).

1.5 Scope of the research

This research focused on examining whether or not Digital storytelling can make students to recall vocabulary at SMAN 6 Palopo. The vocabulary is focused on content words including noun, verb, adjective, and adverb.

1.6 Operational Definition

To avoid misunderstanding the reader, it is important to make a clear definition, such as :

1. Digital Storytelling is a way to tell a story through a computer application, such as a video or animated film. The stories that are told are usually taken from folk tales or interesting fiction.
2. Vocabulary is a word used in a particular language.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Vocabulary

a. Definition of Vocabulary

There are various definitions of vocabulary put forth by linguist experts. According to Hornby (2000:1447), vocabulary is defined as (1) all the words that a person knows or uses, (2) all the words in a specific language, (3) the words that people use when they are talking about a specific subject, and (4) a list of words with their meanings. It implies that a language used to discuss a particular subject has a number of words in it.

Alqahtani (2015) (2015) The center of language is vocabulary, which supports the speaker's interaction in communication. According to Barnhart (2018), a person's vocabulary is their collection of words that they employ in various contexts. It has a connection to language's role as a communication medium. According to Hanson and Padua (2011), vocabulary refers to the words we use for oral and written communication. People are unable to speak clearly or express themselves in both written and conversational form without a suitable vocabulary. Additionally, in order to master language abilities, language learners must be concerned with collecting as much vocabulary in the target language as they can.

The vocabulary is an integral component of the language and cannot be isolated from it. "Vocabulary is a component of a language that keeps all of the information about the meaning and utilizing the term in the language," notes Harimukti (2013:125). 1 Meaning that without vocabulary, a language cannot be used to maintain all information in language, vocabulary is a crucial component of language. A sound that expresses a meaning and constitutes an independent linguistic unit is referred to as a vocabulary word. A list of words used in some languages that are taught and learned as part of a foreign language's vocabulary. The smallest speech

unit that can be utilized to interact with one another and convey what speakers are trying to say when they speak is considered to be vocabulary.

Students cannot communicate in the target language without vocabulary knowledge, even if they have mastered the grammatical framework. Vocabulary should be taught specifically for tasks that include teaching and studying other languages. Without a strong vocabulary foundation, learning a language might be challenging, although some linguistic parts can be challenging to learn.

From these definitions, vocabulary is a component of the extensive linguistic system that people have utilized to communicate. Knowing how words fit into the world is the definition of vocabulary. Therefore, it is crucial to study and develop your vocabulary so that you can communicate effectively.

b. Types of Vocabulary

A person's vocabulary is made up of all the terms they are familiar with and frequently use. However, just because someone knows a term doesn't guarantee they can understand it or use it appropriately. This is because there are a number of word knowledge characteristics that are used to evaluate word knowledge. Vocabulary is divided into two categories by Hatch and Brown (2018): content words and functional words.

1) Content Words

Content words include nouns, which are the names of things, verbs, which describe what is being done with those things, adjectives, which describe the properties of those things, and adverbs, which indicate things' frequency, degree, manner, and location.

2) Functional Words

Functional words, like conjunctions, articles, and auxiliaries, are those that are employed to express the relationship of grammar or structure. The aforementioned hypothesis leads to the conclusion that vocabulary is a fundamental component of language that individuals use to communicate with one another and

transmit meaning. It is crucial for acquiring the four language abilities of reading, speaking, listening, and writing in English. If we don't have a large enough vocabulary, it will be challenging to understand the material and express ourselves verbally and in writing. The content words—nouns, adjectives, adverbs, and verbs—will be employed in this study as the basis for teaching English vocabulary because they are frequently used in casual conversation. As was said before, content is information, while functional words are those that are required for grammar. In other words, content words provide us with the most crucial information, whereas function words connect those words.

c. Vocabulary Mastery

Many definitions of language mastery have been put forth by various specialists. Understanding what constitutes language mastery is crucial. It's crucial for language learners to master a broad range of vocabulary. Foreign language learners will undoubtedly experience some difficulty in developing the four language abilities if they do not grasp it. control of vocabulary All languages have words, according to Thornbury (2012:1). A word initially appears in a language. Learning vocabulary is viewed as a process of memorization of extensive lists of English terms in the target language. Richards (2010:25), who emphasizes that vocabulary is the essential element of language proficiency and forms a significant portion of the foundation for how effectively learners speak, listen, read, and write, supports this description.

Mastery, on the other hand, is defined by Procter (2011:53) as fully knowing or comprehending something and being able to use it without any problems. Developing strong linguistic proficiency in the kids is the goal of vocabulary mastering. It claims that mastering a vocabulary list or set is equivalent to having complete knowledge of the words that make up a language that pupils may use. Our linguistic abilities will advance if we increase our vocabulary. Vocabulary mastery is regarded as the ability that includes information and linguistic performance in studying English in order to make the debate more understandable.

It is clear from the definitions above that it has to do with how to understand and use language. Learners can memorize words and pronounce them correctly thanks to their vocabulary knowledge and fundamental procedure. Knowing what a word means, using it, as well as knowing how it sounds and is spelt, all have an impact on students' vocabulary development.

d. Teaching Vocabulary

The process or collection of techniques used to help pupils learn or acquire vocabulary supplied by the teacher is known as teaching vocabulary. According to (Brown, 2011:3), teaching is described as showing or assisting someone in learning how to do something, offering instruction, directing them through a course of study, dispersing knowledge, or inducing knowledge or understanding. Vocabulary plays a role in improving linguistic proficiency when learning a language. It depends on how much and how well-versed they are in terminology. The kids' ability to use language will improve in direct proportion to the depth of vocabulary they can master. It is clear from the description above that learning vocabulary is crucial as a prerequisite for using a new language.

Teaching vocabulary to students is a crucial step in helping them expand their vocabulary. According to Nation (2012:25), intentionally teaching vocabulary is one of the least effective methods for increasing students' vocabulary knowledge, yet it is a crucial component of a well-rounded vocabulary program. Vocabulary, on the other hand, is an aspect of language proficiency that improves language proficiency. Words or vocabulary, according to (Thornbury, 2012), are the element that have the closest relationships with the other elements and talents. Additionally, according to Schaefer (2012:14), effective vocabulary instruction involves creating an environment in which students often employ pertinent language in their reading, listening, writing, and speaking. It attempts to increase students' knowledge of communication skills.

The purpose of vocabulary is not to memorize lists of words. Introducing new terms to students is simply one aspect of vocabulary instruction; students must also be able to comprehend and correctly use the words. Teachers occasionally believe that teaching vocabulary is easy. The kids are only given a few new words, activities, and a test before they are asked to memorize the terms. Wallace (2010:44) asserts that, on the other hand, "learning vocabulary is a complex process that requires the ability to recognize the words, remember them, and to speak, spell, and use them correctly." He underlines that learning merely the words is useless. When teaching vocabulary, teachers should give pupils a vocabulary that allows them to understand the terms' meanings in both written and spoken forms. When teaching vocabulary, the teacher should ensure that the pupils comprehend both the word's definition and how to apply it in impolite contexts. As a result, it is necessary to teach vocabulary in its context to children who may take its meaning for granted.

According to Diamond and Gutlohn (2016:4), if we can pique students' interest in experimenting with language and words, we will have achieved our objective of developing the kind of word-conscious students who will pursue words as a lifelong passion. There are numerous methods for teaching vocabulary, but there isn't just one that works "best." It's because each method or methodology utilized to teach language has certain advantages. On the other side, it is also vulnerable. Therefore, it is the responsibility of the teachers to find or select a better strategy that is appropriate for the students' needs.

Slattery and (2011:3) offer the following methods of vocabulary instruction to aid students in learning new words:

- 1) Make English learning engaging and entertaining,
- 2) Encourage pupils; ensure that they are at ease and unafraid to participate in class;
- 3) To illustrate your points, use a lot of gestures, actions, and photos.
- 4) Talk to them frequently in English, particularly about things they can see.
- 5) Participate in a game, sing a song, and chant together.
- 6) Tell short English stories using illustrations and a variety of voices.
- 7) If they speak in their native tongue, do not be concerned. You can respond to a

question in your mother tongue in English and occasionally translate what they say in their mother tongue,

8) Design lessons with a variety of activities, some quiet, some loud, some sitting, some standing, and some moving.

This advice is very helpful for this study since it can encourage students to become more engaged in their education and to voice their ideas in their native tongues by teaching them how to use digital storytelling to learn new vocabulary. As an additional motivational technique to elicit a fundamental grasp of the subject matter to be taught, digital story telling also presents narrative texts in the form of fairy tales.

However, when developing the vocabulary that will be utilized as the learning materials throughout the teaching-learning process, the instructor should also choose the word carefully. According to Nation (2012), there are four factors that can be utilized to determine the types of vocabulary that kids should learn:

- 1) For the learners, the word is very significant and frequently used.
- 2) The word presents a unique challenge.
- 3) Another activity, such as a game, a reading or listening exercise, or a discussion, requires the word.
- 4) The word includes elements of recurring patterns. When students are aware of these patterns, learning new words will be simple.

The researcher draws the conclusion that teaching vocabulary is vital because it is a fundamental requirement for learning a new language, not because it is a task to compile a list of terms and memorize them without understanding them. Teachers must use terminology that pupils can grasp from the written or spoken definitions when teaching vocabulary. When a teacher teaches vocabulary, he or she must ensure that the students comprehend both the language's meaning and how to apply it in improper sentences. The meaning of words that must be taught in context is thus taken for granted by students.

2. Digital Story Telling

a. Definition of Digital Story Telling

The process of using images, sound, text, and video to convey or depict a story is known as digital storytelling (Frazel: 2010). Or to put it another way, digital storytelling is a fresh approach to storytelling. With traditional storytelling, a story is typically written and illustrated on paper, but in digital storytelling, a story is realized in a video that includes sound, visuals, text, and animation to make it more fascinating. In addition, digital storytelling can use a variety of technologies and can cover a wide range of topics in addition to traditional stories.

When used in the context of teaching and learning activities, digital storytelling can benefit students with a variety of learning styles, foster collaboration when students are able to work in groups, and improve students' writing, listening, personal ownership, vocabulary growth, and sense of accomplishment. E.M. Abdel-Hack and HSAA Helwa (2014). This is corroborated by the claim made by Heriyana and Maureen (2014), who cite writing on the website of the University of Houston that learning through digital storytelling can enhance a variety of students' skills, including those related to research, writing, technology use, presentation, interviewing, interpersonal, problem-solving, and things-worth-valuing.

The reasoning provided above leads us to the conclusion that digital storytelling is one of the cutting-edge medium that tells stories using sound and action graphics to pique students' interest in vocabulary learning and help them learn new words effectively.

b. Digital Storytelling in Teaching Vocabulary

The four fundamental language abilities of writing, listening, speaking, and reading can all be developed and improved through the use of digital storytelling in the classroom, according to numerous research. Stories are a highly effective and influential teaching and learning tool for foreign languages, according to Isabell (2014:15). Because they help students repeat new language through "spontaneous,

enthusiastic performance helped by participation and interaction," teachers of young learners have been implementing this style of learning in schools for young learners all around the world. According to Haven (2010:75), who conducted the study, "factual and conceptual knowledge is provided as a well told story, [information is] learnt faster, remembered longer, recalled more quickly, and applied more accurately when that information is delivered as a story." According to him, teachers of students at the elementary level should constantly take this approach, particularly when teaching language. He contends that such a technique may be applied to a variety of resources, including musical instruments, images, actual objects, computers, the internet, and of course, school textbooks, in a way that will have a strong motivating impact and be enjoyable for young learners.

Karlsson (2012:25) shown that reading stories can equally naturally lead to writing stories as well as listening to stories can. He came to the conclusion that since young learners pick up language inadvertently, the classroom activities teachers conduct should facilitate this kind of acquisition. He contends that tales are the most priceless teaching tool available and that they may provide young learners with a world of sustained meaning.

Moreover Ameer (2014) posited that the usage of digital stories may have inspired the kids and encouraged their focus, which in turn helped the kids concentrate on the input they were receiving.

As stated above, it can be concluded that digital storytelling is useful for teaching vocabulary since it creates an enjoyable learning environment, inspires students, and increases their linguistic awareness. The primary objective of storytelling is to amuse readers or listeners. It is clarified how stories might impact how a person constructs their knowledge and sense of self. They aid students in making sense of their surroundings and way of life.

Digital storytelling is another form of audio-visual media. According to Muttaqien's (2017) hypothesis, when information is presented to students solely orally, they learn about words but fail to comprehend their meaning. Additionally,

because they are not as encouraged to think about and embody the concepts being communicated, they will be less likely to misunderstand and be as enthusiastic to comprehend what is being communicated. As a result, the role of learning media in a teaching and learning activity is crucial. Things that are abstract can become more concrete through learning medium.

Therefore, a specific purpose and duty of the learning media is to:

- a. Capture an item or certain events.
- b. Controlling specific situations, occasions, or things.
- c. Boost pupils' enthusiasm for learning and motivation.
- d. Educational media have useful applications.

2.2 Previous Studies

One of the instructional methods used to encourage pupils to learn vocabulary is digital storytelling. Digital storytelling is a fantastic method for allowing kids to enjoy learning English by offering engaging, appropriate, and creative resources. Another earlier study lends credence to the present study.

1. In their study titled "The application of the digital storytelling approach to the abilities of comprehending the idols of Indonesian language learning at SMPN 1 Kedamean, Gresik," Heriyana and Maureen (2014). The study's goal is to describe how to use the digital storytelling technique to enhance one's ability to select an idol in Indonesian. Data for this qualitative study came from interviews, observations, and documentation. The data acquired allow for the conclusion that the use of the digital storytelling approach for learning proceeds according to the previously developed research design successfully. That, which is founded on thinking, is also known by the teacher who directs and inspires students to be engaged and excited while studying.
2. In their study titled "The Application of Digital Storytelling in English Language Learning in the Information Management Study Program," Atiqah Nurul Asri (2014). The study's goal is to explore what students think about using digital storytelling as a learning tool for English language instruction in the information management study program. The research is being conducted using examples of

study created by quantitative analysis. A significant difference between pre-test and post-test on the improvement of pupils before and after caregiving may be inferred from the data acquired.

3. In their study titled "The Effect of Digital Storytelling on Students' Speaking at Senior High School Ma'arif NU Benjeng," Ainiyah and Nikmatul (2018). The goal of this study is to determine whether there is a discernible difference in student achievement between grade X students at Ma'arif NU Senior High School who receive instruction in digital storytelling and those who do not. The study's experimental design included two courses with 20 students each—one for the experiment group and the other for the control group. The information is gathered using quantitative techniques. According to the study's findings, using DS helps students improve their oral communication skills, making it a crucial tool for teaching foreign languages.
4. In her study The Effect of Digital Storytelling to Improve Sunday School Children Vocabulary Mastery, Tarigan, Ninta Sri (2018). The goal of this study is to determine whether vocabulary skills are significantly impacted by digital storytelling strategies. Research methodologies used in this study are both quantitative and experimental. Children attending church Sunday school make up the study's population. Karo Batak Protestant. 50 kids made up the sample for this study, which focused on teenagers. The group was split into experimental and control courses. The analysis of the data reveals that, at the significant level, $t_{\text{observe}} (3.3)$ is bigger than $t_{\text{table}} 2010 \ 48$ and the t -table test result is 0.005. It demonstrates the impact of digital storytelling on the vocabulary of Sunday school students from the Batak Church. Karo in Medan, a Protestant.

Based on the preceding research, Heriyana and Maureen used digital storytelling to describe how to apply the approach to the skills of selecting an idol who spoke Indonesian, which was different from other studies because this research employed a qualitative methodology. In order to understand how students feel about using digital storytelling as a teaching tool for English language learning in the information