

## **II. FRAME OF THEORIES**

This chapter describes the concepts which are related to the research, such as concept of vocabulary, concept of teaching vocabulary, concept of storytelling. This chapter also describes procedures of teaching vocabulary through storytelling, theoretical assumption, and hypothesis.

### **2.1 Review of Previous Research**

There have been several studies dealing with teaching vocabulary. First, Ariestawati (2011) has done a research about The use of storytelling in teaching vocabulary to young learners. She used storytelling to see the students' achievement of vocabulary. The finding showed that the use of storytelling was effective in improving students' vocabulary mastery.

Second, Ari (2007) conducted her research about teaching vocabulary. The results showed that the students' difficulties in learning vocabulary were in understanding the difficult words and in memorizing the new vocabularies.

Third, Rossy (2012) conducted a research about teaching vocabulary to young learners. The results showed that there were significant sequences conducted in

teaching vocabulary to young learners. When the teacher needed flexibility to give knowledge of cultures, the teachers could use song and storytelling.

Based on the previous studies above, it can be inferred that storytelling was able to improve students' achievement of vocabulary. Therefore, the researcher was interested in using storytelling to investigate whether there was an improvement of students' vocabulary achievement. Furthermore, the researcher also added some qualitative data to analyze how far the technique can improve students' vocabulary achievement and to analyze the problems students' face/undergo during teaching learning process.

## **2.2 Vocabulary**

Vocabulary is a component in language that cannot be separated when learning the language. According to *Oxford Advanced Learner's Dictionary*, vocabulary is the total number of words in the language. Brown (2001: 377) states, "vocabulary is the basic building blocks of a language". It can be said that vocabulary is a basic element of language that enables people to understand and to use the language.

Moreover, vocabulary is total number of words in a language that has meaning. In more specific, Fries (1974:4) classifies the vocabulary into four types as follow:

1. Content words. They constitute the bulk of vocabulary of the language. In other words, content words represent the name of subject or things, those are:

a. Nouns

Nouns are the name of subject or things which have a part of speech inflected for case signifying a concrete or abstract entity. Nouns also change form to show number and possession (*boy, boy's, boys, boys*) such as:

- *The boy sitting on the chair is my brother*
- *The boy's a handsome student*
- *The boys are visiting the zoo*
- *Those are the boys ' car*

According to Frank (1972: 6) noun can be classified into five types:

- 1) Concrete noun is a noun that names anything (or anyone) that can be perceived through physical sense. Concrete noun (*flower, girl*) such as in: 1) *He gives me a fragrant flowers*, 2) *She is my brother's girl friend*. Abstract noun (*beauty, justice*) such as in: 1) *My mother is a manager of beauty salon*. Countable (*chairs, tables*) such as in: 1) *The chair is broken of my false*, 2) *He pushes the table to the in front of the class*.
- 2) Abstract noun is usually the name of a *quality, state or action*.
  - *Quality*, for examples: *goodness, kindness, whitener,.. darkness, brightness, honesty, wisdom, bravery, cowardice, etc.*
  - *State*, for instances: *childhood, boyhood, youth, slavery, freedom, poverty, sleep, sickness, health, death, life, etc.*

- Action, such as: *laughter, theft, movement, judgment, hatred struggle, fight, flight, treatment, etc*
- 3) Proper noun is the name of some particular person, place, or thing. A proper noun always begins with a capital letter, for examples: *Mr. John Smith, Paris, Dutchman, Thanksgiving Day*. as in: 1) *Mr. Smith is . an English lecture in my collage*, 2) *Paris is the - capital city of French*, 3) *My parents celebrate Thanksgiving day of my younger sister*).
  - 4) Countable noun (count noun) is noun with both a singular and a plural form, and it names anything (or anyone) that can count. Non countable noun is a noun which does not have a plural form and which refers to something that could not usually. A non-countable noun always takes a singular verb in a sentence. The examples of Non countable noun (*sugar, sand*) such as in: 1) *I need some sugar for a cup of tea*, 2) *My brother makes a sand palace in a beach*.
  - 5) Collective noun is the name of a group of person, things, or animals taken together and spoken of as one whole. The examples of Collective noun (*committee, class, crew*) such as in: 1) *The school committee held a meeting today*, 2) *This class is so dirty of plastic rubbish*, 3) *The Trans TV crew celebrate their TV's birth day*.

## b. Verbs

Verbs is action done by those things which have a part of speech without case inflection, but inflected for tense, person and number, signifying an activity or process performed or undergone. Verbs typically have four or five forms (*walk, walks, walked, walking, etc*) such as in:

- 1) *They walk to the cafeteria on the corner of the street*
- 2) *She walks out from the market*
- 3) *The man walked into the bank*
- 4) *The girl is walking in a cat walk*

The function of which are too complicated for a brief description. They are used primarily to make statement about nouns and pronouns. Frank (1972: 47) mentions that verbs can be classified into five types.

### ➤ Finite and non-finite verb.

A finite verb (sometimes called main verbs) is a verb that has a subject; this means that it can be the main verb in a sentence. It shows tense (past / present etc) or number (singular / plural). For example: *I live in Germany.* (*I* is the subject - *live* describes what the subject does - *live* is a finite verb).

A non-finite verb has no subject, tense or number. The only non-finite verb forms are the infinitive (indicated by *to*), the gerund or the

participle. For example: *I travelled to Germany to improve my German.* (*To improve* is in the infinitive form).

➤ Auxiliary verb

A sentence or phrase can have two interlocked verbs. The main verb gives the primary action, whilst the auxiliary verb adds subtle detail. Common auxiliary verbs include the verbs *to be*, *to have*, *to do*. Auxiliary verbs, which are sometimes called helping verbs, act as helpers to other verbs. They appear in front of action verbs and linking verbs. Let's view some examples: *The Girl Scouts are meeting after school today. I had fun. You will be happy*

➤ Reflexive verb

A reflexive verb is a verb whose agent performs an action that is directed at it. It characteristically takes a reflexive pronoun as its object. Examples: *He perjured himself He shaved*

➤ Transitive verb and intransitive verb.

A transitive verb acts on an object and hence connects the subject of a sentence with its object, and hence requires both to exist. For example: *I hit the nail.* (Transitive). An intransitive verb does not act on an object and hence acts on its own (you cannot 'sleep' something). It can connect the subject with the object, but needs a preposition to do so.

For example: *I was asleep.* (Intransitive)

➤ Linking Verb.

Linking verbs do not express action. Instead, they connect the subject of the verb to additional *information* about the subject. For example: Keila *is* a shopaholic. The predicating or linking verbs (*be, seem, look*) as in sentences: 1) *The want to be a nurse*, 2) *He seems like my partner in my office*, 3) *She look like an artist*. Transitive verbs (*give, write*) such as in: 1) *My teacher gives the students some advises for facing the final examination*, 2) *The lecturer writes a research book*. Intransitive verbs (*go, come*) such as in: 1) *They go to the movie theater to watch Harry Potter film*. Reflexive verbs (express oneself, wash oneself), auxiliary verbs (*be, have, do*), and finite or non-finite verbs, e.g.: 1) *He washes his car himself* 2) *He are very happy*.

c. Adjective.

Qualities of the things, that is: adjectives. Most short adjective has three forms to show degree (*pretty, prettier, and prettiest*) for example:

- 1) *Dona is a pretty student*
- 2) *Hery is prettier than Dona*
- 3) *Artha is prettiest than all the students in my class*

Such words as *beautiful* and *terrible* have no inflection. Adjective is used to modify nouns and pronouns. Frank (1972: 109) categorizes the types of adjectives into three determiners article (*the, a, an*), such as: 1) *We will*

*visit the museum today, 2) He buys a gold ring for his mother, 3) He gave me an expensive bracelet.*

- Demonstrative is an adjective that points out which item, object, person or concept. Demonstrative adjectives always come before the nouns they refer to. For examples (*this, that*) in sentences: 1) *I bought this book yesterday, 2) I like that cake very much.*
- Possessive adjective is a part of speech that modifies a noun by attributing possession (or other sense of belonging) to someone or something. For examples (*my, your, the girl's*): 1) *My laptop is broken, 2) Your hair is so beautiful, 3) The girl's bag is so cute.*
- Numeral adjective is the adjective that describes the amount of something, for examples (*four, twenty, fourth, twentieth*): *I have thirty six students in a class.*
- Adjective of indefinite quantity is the adjective that describe undefined amount of something for examples (*some, few*), such as in sentence: *I buy some beautiful flowers.* Relative and interrogative adjective (*whose, which*) for example: *He is a man whose the car repaired.*
- Proper adjective is an adjective that takes an initial capital letter, for examples (*a French dish, a Catholic church*) such as in sentence: *Obama built a wonderful Catholic church in a central town.*
- Participial adjective (*an interesting book, a bored student*) for example: *He gives me an interesting book.*



- Compound adjective is an adjective that comprises more than one word for examples: (*a good-looking girl, absent-minded, a wall-to-wall carpet, a never-to-be-forgotten plot*) such as in the sentence: *Sarah is a good-looking girl.*

d. Adverb.

How the action done, that is: adverbs Adverb has a part of speech without inflection, in modification of or in addition to a verb. Adverb also does not change form, but has characteristic forms of its own. It is used to modify anything but nouns and pronouns. Frank (1972: 148) summarizes the category of adverbs into five, adverbs of manner (*slowly, silently*), adverbs of place (*inside, there*), adverbs of time (*yesterday, tomorrow*), adverbs of frequency (*sometimes, often*) and adverbs of degree (*completely, very*), e.g.: 1) *She walks slowly*, 2) *He put the present inside the box*, 3) *We will visit an orphanage tomorrow*, 4) *We sometimes go swimming*.

e. Pronoun

The pronouns are *I, he, she, it, we, you, they*, and *who* with their compounds. Pronoun. Pronoun has a part of speech substitutable for a noun and marked for person. It is also used as substantives, and they might be considered sub-class of noun, but their inflections are quite different, and their use does not exactly parallel those of nouns.

2. Function words are those words which are used as a means of expressing

relation of grammar structure, such as conjunction (*and, but, because*) article (*a, an, the*), auxiliaries (*do, does, did*)

The example of sentences:

1) Conjunction:

- *Anton and Tino go to school together everyday*
- *I fall in love with him but he does not.*
- *She did not buy that short because it was so expensive*

2) Articles:

- *My neighborhood bought a beautiful bicycle yesterday*
- *My mother fries an egg for me*
- *The building was built by a famous architecture*

3) Auxiliaries:

- *Barry do not see the traffic lamp so he gets the accident today*
- *Peter does not bring his laptop today*
- *Paul did his homework well*

3. Substitute words, those which represent the individual things or specific action as substitutes for whole form classes of words, that is identifies (*anybody, anyone*).

The example of sentences:

- *Anybody would think he is crazy*
- *Anyone can pass the exam if he study hard*

4. Distributed words, those are distributed in use according to grammatical matter as the presence or absence of a negative, such as: *some, any, other*, etc.

The example of sentences:

- *They will find some other solution as soon as possible*
- *You can come any day you like*
- *Turn it over on the other side!*

Burton (1982:98) explains that the large number of vocabularies help us to express our ideas precisely and vividly. He also states that the larger our vocabulary is, the better vocabulary we can perform in the language. Viewing this idea, we can say that the more vocabulary they gain, the more skillful the language they can perform.

In line with that, according to Lehr, Osborn and Hiebert (2005), vocabulary is divided into oral vocabulary and print vocabulary. Oral vocabulary includes words that we use in listening and speaking, while print vocabulary includes words that we use in reading and writing.

Then, in this research, the material of teaching learning was taken from content words (noun, verb, adjective, and adverb). The researcher chose them as the material because the researcher assumed that it was appropriate for kindergarten school since content words were often used as an acceptable means of communication.

### **2.3 Teaching Vocabulary to Young Learners**

Basically, the children like pictures and sounds and they tend to imitate them because they will enjoy the teaching material where they seem to be involved in it. According to Harmer (2007), the children learn something not only from the explanation but also from the interaction and from what they see, hear, and touch and they have the enthusiasm and the curiosity about everything around them. Moreover, Cameron (2001) states that when the teachers teach vocabulary to young learners, the young learners need concrete vocabulary that is related to objects they can see and handle. It implies that the children will only retain the words that are close to their environment such as things that they can see, play, interact with and touch.

Madylusa (2004, cited in Maolanie, 2008) gives several steps on how to present new vocabulary to the children: (1) “present concrete words”. It shows that the teachers should give the clear meaning of the new words. The teachers should avoid the use of mother tongue in English classroom; (2) “implement pronunciation/drilling”. The teachers should give the correct model of pronunciation to the students. The students also have to get a lot of chances to say the words in order to get used to pronouncing the words correctly; (3) “practice”. The students should practice to use of the words in their activities so they will get accustomed to using the words correctly in their life.

Moreover, Hatch and Brown (1995), cited in Cameron (2001), describe four

“essential steps” in teaching vocabulary to the children: (1) “having sources for encountering new words”; (2) “getting a clear image”. The image consists of audio, visual or both of them in the form of the new words; (3) making a strong connection memory between the form of the words with the meaning of the words; (4) using the words in the children’s life.

From the explanation above, it can be concluded that the basic principle of teaching vocabulary are applying activities that are enjoyable but still full of educational contents, presenting clear images that contain audio, visual or both of them, interacting with the children using the object in the learning process, giving the correct model of pronunciation, and practicing the words in their activities in order to make them get accustomed to using them correctly.

## **2.4 Storytelling**

Storytelling is one of the activities commonly used in language learning. It offers good atmosphere of interacting each other. According to Cameron (2001: 160), “Storytelling is an oral activity, and stories have the shape they do because they are designed to be listened to and, in many situations, participated in”.

Storytelling offers good benefit as Gere (2002) defines storytelling as the act of using language and gesture in colorful ways to create scenes in a sequence. Storytelling has a power that enables it to create a sequence of events or story on the listeners’ mind. It will also facilitate the learners to remember anything in the story

for a longer time.

From the definitions above, it can be concluded that storytelling is the use of language in oral activity to deliver events in words and sometimes by some improvisations.

In this research, the story of teaching English vocabulary was taken from “Roddy meets his friends” story, “Kev gets ready for school” story and “The snake meets his friends” story.

## **2.5 Storytelling as Teaching Technique**

Storytelling has many advantages to be used in teaching-learning process. As stated by Mazinianian (2009), cited in Ariestawati (2011), storytelling is an excellent teaching strategy because stories ignite students’ interest, help students create vivid mental images and activate the thinking process. In addition, storytelling also provides an enjoyable learning situation, motivates learners and grows learners’ language awareness.

First, storytelling provides an enjoyable learning situation. As stated by Cameron (2001), stories offer a full imaginary world, which are created by the language, which allows learners to enter and enjoy as they learning language. In the enjoyable learning situation, learners will be highly motivated and high self confidence. In such condition, learners’ affective filter is low and it enables them to grasp the language input that has been well-arranged affectively (Krashen, 1982).

Second, storytelling can increase learners' attention and retention to the teaching material. Brown (2001) says that the use of storylines, familiar situations and characters and meaningful purposes in using the language will make attention and retention of the young learners improve. Reaching the learners' attention is the first step which is considered to be important in teaching learning process. In addition, it is believed that learners' retention will improve when they deal with attractive things.

Third, stories are useful tools for growing learners' language awareness. Wright (1995: 5) says "Stories help children become aware of the general 'feel' and sound of the foreign language".

Based on the explanations above, it can be concluded that storytelling is helpful in teaching learning process because it provides an enjoyable learning situation, motivates learners, increases learners' attention and retention to the teaching material and grows learners' language awareness.

## **2.6 Teaching Vocabulary through Storytelling**

Storytelling is a unique way for students to develop an understanding, respect and appreciation. Based on Scott and Ytreberg (1990: 33) stories play an important role to play in the child's development and language development. It allows children to create their imagination about new vocabulary they just hear like animals and objects, and help them to come to the terms with their own feelings.

storytelling can make the learners' curiosity of words' meaning increase. They will try to find meaning of words in stories willingly, so that they will not feel under pressure. In line with this, Wright (1995) says that children want to find meaning in stories, so they listed words with their own purpose. If learners can find the meaning of new words, they are rewarded by understanding the story. Therefore, they will be highly motivated to improve their ability to more understand the stories. In addition, Cameron (2001: 163) says, "Children will pick up words that they enjoy and, in this way, stories offer space for growth in vocabulary". In other words, storytelling can stimulate learners to enrich their vocabulary. Once the learners feel interested in the stories they will automatically want to understand them.

In line with that, as stated by Elley (1989); cited in Cameron (2001). He says that word learning correlated significantly with the frequency of words' occurrences in the story. The more frequent learners find the words, the easier learners will be in memorizing those words. There are more words repetition in stories, so it can be said that storytelling is helpful in learning vocabulary. In accordance with this, Cameron (2001) states that words and phrases repetition is one of the story's features, which is most helpful for language learning.

From the statement above, it implies that students especially very young learners are very enthusiastic to stories. Moreover, stories allows them create their imagination about new vocabulary. Furthermore, Besides increasing learners' curiosity of words, storytelling also providing context and repetition of words that is helpful in



vocabulary learning.

## **2.7 Procedures of Teaching Vocabulary through Storytelling**

Based on expert ideas, there are some procedures of using storytelling in teaching vocabulary. The steps of how to use storytelling proposed by the researcher according to Nichang (2008) as follows:

1. Pre-activity
  - a. Warm up the children by doing some activities, for example, singing or chatting. etc.
  - b. Introduce children to the topic by asking them questions or hiding something from the story. Try to link to children's experience.
  - c. Create a situation by aids or by questions.
  - d. Introduce the main characters by puppets, masks and pictures to attract and keep children's attention.
  - e. Set a purpose for children, give them a reason to listen to the story.

2. Whilst-activity

Teacher tells the story.

While telling the story, we need to have some skills. The use of language and aids can help to support children's understanding.

1. We can make the most to use visual aids such as masks, big pictures, puppets, real objects, cut figures, etc.
2. The use of language also supports children's understanding.

a. Voice

Appropriate intonation and stress, different voices of characters, different paces, and exaggeration can give children a deeper impression of the language in the story. This can help them pick up chunks.

b. Body language

To use enough body language can help to bring out the meaning of the story. The teacher's actions, gestures, facial expressions can create clear situations. Andrew (1995), cited in Nichang (2008), suggested that while telling a story, we should make our movements simple and slow, a little bit exaggerated.

c. Pausing

It creates time for children to think and work out what happens at the point of the story.

d. Predicting

It can help to involve children in the story. They would try to work out meaning while they want to know the result.

3. Post-activity

Choose some suitable follow-up activities, related to the story, to check children's understanding, to give chance for children to try out or to practice the introduced language.

## **2.8 Theoretical Assumption**

Since vocabulary can be considered as the basic building blocks of a language; therefore, vocabulary is an important part of language and it should be introduced as early as possible in order to help the language learners to use the language well. Language learners, especially children, they have different characteristics. They have an enormous capacity for finding and making fun and they also delight in imagination and fantasy. Thus, by telling a story, young learners will be able to remember the things in the story well.

## **2.9 Hypothesis**

Based on the theories and explanation presented, the researcher proposed hypothesis as follows:

1. There is an improvement of students' vocabulary achievement after being taught through Storytelling.
2. There are some problems that students might face such as pronunciation and understanding unfamiliar words.