

# CHAPTER I

## INTRODUCTION

This chapter consist of five sub chapters. They are, background of the study, scope and limitation of the study, statement of the problem, purpose of the study, and significance of the study.

### **A. Background of the study**

English is the language that must be mastered by everyone because English is the International language. Learning English means learning foreign language for Indonesian. English has been teaching in almost all levels of education, starting from elementary level to university level. Teaching language means how to use the language in communication. One of the most important language item that should be taught to children is vocabulary. According to Brown (2001) a good vocabulary mastery is one of the most important aspects in learning foreign language because the ability of the language learners to read and to comprehend the subjects is relatively determined by their vocabulary mastery.

One of the aims of teaching English is to enhance students' understanding about English vocabularies which they find in their environment. In fact, when the students study vocabulary. The students often find problems in learning vocabularies. They must improve their vocabularies achievement. According to Thornbury (2002) if you spend most of your time studying grammar, your English will not improve very much. You will see more improvement if you learn more words and expressions. You can say almost anything with words. From the statement above shows that sufficient vocabulary, the students cannot communicate effectively, express their ideas, and understand what people says. Vocabulary cannot be separated from other elements in

English teaching learning process, because vocabulary influences the ability of students in studying English.

Media can be used to help students in their study in order to make the teaching and learning process more effective and efficient. Teachers can use articulate storyline media to vocabulary mastery of the students. This method is very recommended for make students more enthusiasm. According to Barr and Frame (2006) storyline topic creates 'the opportunity to have early experiences and practices relating to the world of work and community'.

Researcher on Storyline has been done by Jannah(2015) entitled "*The influence of using multimedia articulate storyline in improving the results of the learning fiqh on Islamic schools 3 Kediri.*".Her studies aim to find out that using multimedia Articulate Storyline give better effect and significant impact on students learning outcomes in learning fiqh about inheritance in terms of attracting the attentions of students, motivation to learn, students are more active and enthusiastic.

The second research is Ahlquist (2011) University of Leicester entitled "*The Impact of The Storyline Approach on The Young Language Learner Classroom: A Case Study In Sweden*".This discussed about the impact of using Storyline on the students' in Sweden. Result of the study, there are four important points on using Storyline. First, concerns the word meaningful. Second, the Storyline topic creates the opportunity for the world and community. The third important point is the Storyline can contributing to the development of the story. The fourth is the characters socialize can be varied to suit the needs of the narrative and to provide practice of different kinds of social exchange.

In this study, the researcher was going to found out about the effect of using articulate storyline media. The researcher was going to analysed the effect of using articulate storyline

media on vocabulary mastery in 8<sup>th</sup> grade at SMPN 51 Surabaya.

**B. Scope and limitation of the study**

- Scope of the study is teaching vocabulary.
- Limitation: the limitation of this study is using articulate storyline media on vocabulary mastery in 8<sup>th</sup> grade at SMPN 51 Surabaya.

**C. Statement of the problem**

Is there any effects on students' vocabulary mastery after using articulate storyline media ?

**D. Purpose of the study**

To know the effect of using articulate storyline media on vocabulary mastery in 8<sup>th</sup> grade at SMPN 51 Surabaya.

**E. The Significance of the study**

**1. Teacher**

This study hoped to help teachers to get alternative ways in their teaching process, especially by using articulate storyline media. And also encourage the implementation of active, creative, innovative, and fun in learning processes that can support in the vocabulary mastery of the students.

**2. Students**

In this study the students are expected to able to improve their vocabulary by using articulate storyline media. to foster student interest and participation in the process learning.

**3. Others researchers**

By doing this research can provide additional discourse for the next researcher theoretically and practical about using articulate storyline in achievement

basic competencies of subjects. And also applied for teach the students in vocabulary mastery and find the storyline media technique to student's vocabulary mastery because in generally articulate storyline media usually for teaching vocabulary.