



**Learning Vocabulary Through Story Telling: A Study
Among Year 4 Students of Sekolah Kebangsaan Meranek,
Kota Samarahan.**

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APRIL 2006

CONTENTS

	Page
Approval	ii
Dedication	iii
Acknowledgement	iv
Tables of Contents	v - viii
Chapter One:	1
1.0 Introduction	1
1.1 Background of the study	2
1.2 School Background	3
1.3 Statement of the problem	3
1.4 The purpose of the study	4
1.5 Conceptual Framework of the study	6
1.6 Significance of the study	7
1.7 Limitations	8
1.8 Delimitations	9
1.9 Definition of terms	9
1.9.1 Story Telling	9

ABSTRACT

This research aimed to find out whether the used of story telling could help students to improve their learning of vocabulary. Story telling was used in English language classroom as one of the methods to motivate students in many schools in the world. It had been used to reduce boredom or as a supplementary to teaching methods when the academic strategies did not work. The study was to find out how effective was the story telling used to teach the vocabulary in Sekolah Kebangsaan Meranek, Kota Samarahan. The findings revealed the results of the analysis on the experimental and the control group. From the analysis, conclusions had been made stating the strengths and the weaknesses of the study. The data was presented using the tables and graphs. Descriptions had been made based on the information in the tables and graphs. The study concluded by giving recommendations based on the findings in the project.

CHAPTER ONE

1.0 INTRODUCTION

Learning a second language has been an important part of the educational process. School children have to struggle hard to learn a second language. The second language is learnt as one of the compulsory subjects in school and the students are having a hard time to learn the subject. In order to learn the language, they have to do a lot of reading. Most of the students nowadays show a very negative attitude towards reading especially reading English materials.

Reading is a key to information and knowledge. Without knowing the meaning of many words, it is difficult to understand the text we read. So it is important to know how to read and understand what is read. One needs to understand the meaning of all the words in a text but in general a large part of the vocabulary would have to be mastered. For primary school students they have to know a lot of nouns and verbs. The acquisition of vocabulary is the basic stage to understand a sentence. Thus, students who are lack of vocabulary knowledge will not understand the sentences that they are reading or listening.

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Introduction

Introducing story telling in the teaching and learning is to some degree rooted in the research of theorists such as Vygotsky (1978) and Leontiev (1981). The story telling-based language approach is in agreement with Krashen's Input hypothesis, which stresses the importance of comprehensible input that "contains structures a little beyond our current level of competence" (Krashen, 1982: p. 21) As a result, from the very beginning of the lesson, the teachers and the learners are engaged in authentic use of language through joint problem-solving activities and interactions to make the story comprehensible. By using pictures, mime, and gestures, the teacher scaffolds and guides the learners to comprehend the story. Once comprehension is achieved, the teacher can then steer the learners' attention to various linguistic elements.

Story telling is significant in second-language instruction, since it is natural to tell stories orally: stressing listening comprehension, followed by role-plays and then reading and writing activities. Oller (1983), reminded us that the episodic organization represented in stories aids comprehension and retention. Furthermore, by recycling the story line through picture displays, Total Physical Responses (TPR) activities, or role-playing scenarios assist to strengthen comprehension. The framework of the story