

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

English is a widely used international language and is considered to be significant in the world. English's ability to be used to receive a wide range of information, especially in the field of education, has a significant impact on the world. In connection with education, students must be proficient in English in order to communicate. According to Pennycook (2017), in all fields of national relations with other nations, including diplomacy, social interactions, international trade, and education, English provides as a medium language (Nur et al., 2022). Furthermore, the development of children's language skills in Thai elementary schools depends heavily on English instruction as a Foreign Language (EFL). Building a vocabulary is an important aspect of learning a language because it provides the framework for clear communication. As they acquire new words, students should become competent in a range of vocabulary related skills, including usage, meaning, pronunciation, and spelling. English is required to be spoken in language classrooms in Thailand since it is recognized as a foreign language (EFL). According to Cheshire (2014), English has historically been regarded as a foreign language in Thailand because it is not widely used there (Yassin et al., n.d.). English has been incorporated into Thai school curricula from elementary school through university level (prescott, 2009, p. 188).

Students who have mastered language will consequently naturally be able to grasp what others are saying. In other words, students should be proficient in vocabulary in addition to grammar, spelling, and pronunciation. Consequently, vocabulary education must be included in the process of teaching English. According to Thornburry (2016), very little can be said without grammar, and nothing can be said without vocabulary (Nur et al., 2022). Students must be patient and anticipate struggling because English has many different forms, pronunciations, vocabulary, sentence structures, situations, and cultures. Without vocabularies, language learners will become lost, confused, and unable to communicate their thoughts and feelings through speaking, reading, writing, and listening. Teaching vocabulary involves more than just letting kids learn and then recall words, it also involves teaching them how to comprehend and use those words in context. Understanding English vocabulary is a fundamental and necessary learning requirement.

Creating an interesting learning Folktales are one way to foster interactive learning. Folktales in general are stories that tell about the background stories of some areas in each country, including some of the culture or community. According to Lwin (2015), folktales are useful for language learners to develop cultural awareness and understand the language (Rahman et al., n.d.). The folktale stories are usually told orally, serving as a means of entertainment, education, and expanding the students teaching of folktales using Thai folktales with the participants. In this study, Thai people are familiar with the stories in their own language, so it is essential to foster the practice of storytelling in English. Through folktales, the students can learn how to summarize the story and try to understand the folktales, which will show their meaningful language engagement.

Creating an enjoyable learning environment is highly recommended since students achievement in the learning process is also greatly affected by the teacher's techniques in teaching. According to Hornby (1995), teaching is a way of how we as teachers try to give the students the best instruction, such as to learn knowledge and increase their understanding (Hidayati et al., 2019a). Moreover, an enjoyable learning environment will encourage the learners to do meaningful learning. The meaning of full learning will lead to better attention than role learning. One of the ways to create engaging learning is to use storytelling techniques as a teaching technique. Storytelling is one of the techniques that can be used in learning English to increase the vocabulary of young learners. Students can learn more effectively with the use of storytelling approaches since they will be highly motivated to participate in the teaching and learning process. Because their teachers recently asked them to try to convey one of their everyday activities or another activity story, it is likely that storytelling techniques might help students improve their vocabulary. The benefit that students get from the use of these learning techniques is that they are predicted to participate more actively in class, be motivated, and like learning English. Additionally, storytelling helps children learn in a positive way while also increasing their interest in certain topics. According to Lohing et al. (2022), It seems that using storytelling strategies aids in language competency development, employing storytelling startegies teachers can assist students in enhancing their vocabulary acquisition. (Nur et al., 2022).

Previous related studies about using storytelling techniques to enhance students vocabulary have been widely conducted. The first was written by Ya-Ling Gao, Fei-Yu Wang, and Sy-Ying Lee (2020), saying that storytelling will achieve the best performance and make students more focused to improve their vocabulary. Appriyanti,

Shaharim, and Yan (2019), who state that storytelling has a positive impact as a teaching method for an increase in vocabulary learning (Nur et al., 2022). Next, Ismawati, Sutarsyah, and Nurweni (2018) found this study has a statistically significant increase in students vocabulary achievement because using storytelling techniques leads students to be actively involved in learning processes (Nur et al., 2022). Therefore, different from those previous studies, this current study would use storytelling techniques to enhance students elementary school vocabulary.

By investigating the research and trying to adopt several Thai folktales compared with English stories in general using storytelling techniques, this study seeks to close this research gap. Insights on how to create and implement language instruction methods that make use of the power of storytelling and Thai folktales to improve students' vocabulary can be gained by educators through investigating the effects of using storytelling techniques. One of the activities that may be utilized to teach English to young learners in order to improve vocabulary is storytelling. This study took into account the fact that the participants' abilities to communicate or tell stories in English would improve. The most important thing in this research is to increase students vocabulary, become more familiar with their culture, and contribute morals through sharing folktales. This kind of investigation that the researcher does in this study is to try to find the effect of applying storytelling techniques, adopting Thai folktales, and compared with applying storytelling techniques but using English stories in general, on increasing students vocabulary, especially for primary students in Thailand. In this study, the researcher tries to make it different from the other researchers with those points.

This study aims to fill this research gap by exploring the impact of using storytelling techniques, specifically adopting Thai folktales, to enrich the vocabulary of elementary school students in Thailand. This research also maintains that the story would be properly narrated in the mother tongue, Thai, to accommodate their understanding (Uysal & Yavuz 2015) (Khamsuk & Whanchit, 2021). By exploring the impact of these techniques, teachers can learn more about how to design and implement language learning strategies that make use of storytelling and Thai folktales to improve students vocabulary. The result of this study can contribute to the development of effective strategies in teaching and improve the learning vocabulary mastery of elementary school students in Thailand.

## **1.2 Research Question**

From the background, the researcher tried to formulate this research question into:

1. What is the effect of using storytelling techniques adopting Thai folktales on students' vocabulary development in Thai EFL elementary schools?

## **1.3 Objective Of the study**

Related to research question stated the objective of this study is:

To examine the impact of using storytelling techniques adopting Thai folktales on students vocabulary acquisition. These objective aim to provide a comprehensive understanding of the effectiveness and potential benefits using storytelling techniques drawn from Thai folktales in enhancing students vocabulary in Thai elementary school. By achieving these objective, the study aims to contribute valuable insights to engage education practices and provide evidence based recommendation for educators seeking to improve vocabulary instruction in EFL contexts.

## **1.4 Purpose Of The Study**

The purpose of this study is to investigate the effect using storytelling techniques adopting Thai folktales to improve vocabulary of students elementary school.

## **1.5 Hypotesis Of The Study**

In this study there is a null hypothesis (Ho) and alternative hypothesis (Hi).

a. Null hypothesis (Ho) = There is no significant effect using storytelling techniques thorough Thai folktales to enhance students vocabulary for elementary students in Thailand. ( $> 0,05$ )

b. Alternative hypothesis (Ha) = There is significant effect using storytelling techniques through Thai folktales to enhance students vocabulary for elementary students in Thailand. ( $<0,05$ )

## **1.6 Significant Of the study**

The study have some benefits that can be defined into:

### 1.6.1 Practical Significance

Practical Significance: This study is expected to improve students vocabulary by effectively incorporating storytelling techniques adopting Thai folktales into their vocabulary instruction. That's going to engage students, promote vocabulary acquisition in a meaningful and enjoyable learning process, and enhance student engagement and motivation by using storytelling techniques to create a more interactive learning environment for EFL Thai elementary school. This study will improve students overall English language skills.

By focusing on utilizing storytelling techniques, specifically drawing from Thai folktales, as a means to promote vocabulary learning, Teachers will enhance their educational advancements, so they can modify their teaching methods and also the materials that can be used by the teachers in Thai elementary schools. Last for the further researcher can help them know more about the researcher and can be used as a literature review to conduct this research on the same topic but with a different focus or subject.

### 1.6.2 Theoretical Significance

Theoretically, By storytelling technique seems to help students improve their vocabulary mastery, (Lohing et al, 2022), (Nur et al., 2022). This study provide to explore the impact of using storytelling techniques, specifically adopting Thai folktales, to enrich the vocabulary of elementary school students in Thailand. So this study will begin by find out the importance of vocabulary acquisition in language learning and the challenges faced by EFL students in expanding their vocabulary. It also emphasizes the need effective strategies or techniques that enhance students vocabulary skill.

## 1.7 Limitation Of The Study

This study, with its limited sample of students, focuses on the use of Thai folktales and also on the school involved in this study. The result might not be generalizable to all Thai EFL elementary school students with different cultures and educational contexts. Therefore, theories from other researchers are needed to have a good result. This study also has the limitation of the duration of storytelling. The effect of using

storytelling to enhance students vocabulary learning may vary greatly depending on the frequency of storytelling sessions. This study should be carefully considered to determine the optimal duration to get a stronger result.

This research may not account for the other external factors that can influence students vocabulary learning, such as their exposure to English outside the classroom, parental support, or individual differences in learning styles. Controlling and considering these factors can enhance the validity of the findings. In some cases, researchers may not have control over certain variables due to ethical, logistical, or practical constraints. For example, it may be unethical to randomly assign participants to different treatment conditions, or it may be impossible to manipulate certain variables. It is very important to consider the teacher's skill in teaching English, and it will have an impact on the outcomes of the study.

## **1.8 Definition Of Key Terms**

Here some oprational definition are given to avoid misunderstanding from the readers. The key terms are diffined as follows:

### **1.8.1 Storytelling Techniques**

Storytelling techniques are strategies that are employed to convey stories orally or through a tough written test. These techniques can include storytelling performances, story reading, interactive storytelling, role playing, and other activities that engage students in the storytelling process. Through storytelling, which can make students more imaginative and creative, they can also express their feelings and the meaning of the word so they can learn the language through an enjoyable and interesting learning process. In other words, through meaningful learning, the learners will have a better understanding of the lesson. Through storytelling techniques, students can memorize words word by word more easily and understandably. In this research, we hope students can use storytelling to convey stories orally, and they can get massages after applying storytelling techniques in their learning process.

### **1.8.2 Vocabulary**

Vocabulary is the set of words or lexical items that a person knows and understands in a specific language. It includes both the receptive aspect (understanding words when encountered) and the productive aspect (using words appropriately in

speaking or writing). In other words, vocabulary is the basic material needed to build language and has an important role in communication. No matter how well students learn grammar or how successfully they master the sound of English, without expressing a wide range of meanings, communication cannot take place in any meaningful way. In another word, we can say that without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed. It means that vocabulary is the component of languages for all people while trying to deliver their minds, ideas, or feelings. In this research, the goal of the researcher is to ensure that the students can master vocabulary, because by mastering vocabulary or a stock of words, they will be able to communicate well.

### 1.8.3 Folktales In Thailand

The ability to recount stories or tales, as well as discuss and summarize stories, promotes meaningful language engagement both within and outside of the classroom. As we know, folktales are usually told orally and can serve audiences as a means of entertainment, education, and also expanding the discipline of teaching folktales. The folktales that this research uses make the students excited when they improve their vocabulary because they are already familiar with the several folktales that the researcher provides. The researcher does not just give the students one of the Thai folktales but also provides two Thai folktales. The researcher hopes that through this folktale story, the students will feel excited because they already know about the story.

### 1.8.4 The Use of English In Thailand Elementary School

In Thailand, the goals that they want to reach for academic learning are that all the students can speak English well. But in reality, the use of English is not as such; we can look at the teacher in English. In each school at Leats, they have two English teachers, and the schedule for English is not that big. In this first grade, the students don't know what the basic things are that we have to learn when we want to be good at speaking English. In Thailand school English, it must be conveyed from primary school until university level.