TEACHING VOCABULARY USING STORYTELLING

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Abstract

Penelitian ini bertujuan untuk mengetahui apakah ada peningkatan secara signifikan pada pencapaian kosakata siswa menggunakan storytelling. *One group pretest and posttest design* digunakan pada penelitian ini. Data diperoleh dari pre-test dan post-test. Hasil menunjukkan bahwa terdapat perbedaan signifikan secara statistik pada pencapaian kosakata siswa dengan tingkat signifikan (0.00<0.05). Dapat disarankan bahwa pengajaran kosakata menggunakan storytelling dapat membuat siswa terlibat aktif dalam pembelajaran dan dapat membantu meningkatkan kemampuan kosakata siswa.

This research was intended to find out whether there was a statistically significant increase of the students' vocabulary achievement after the students were taught through storytelling. One group pretest and posttest design was used in this research. The data were obtained from the pre-test and the post-test. The result showed that there was a statistically significant increase of students' vocabulary achievement with the significant level (0.00<0.05). This suggests that teaching vocabulary using storytelling leads the students to be actively involved in learning and helps the students improve their vocabulary mastery.

Keywords: *storytelling, teaching vocabulary, vocabulary mastery*

INTRODUCTION

Vocabulary is the basic material to build language which plays a fundamental role in communication. No matter how well the students learn grammar, no matter how successfully they master the sounds of English, without expressing a wide range of meanings, communication cannot take place in any meaningful way. It is deal with Thornburry's statement (2002:13) that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is the component of language for people to deliver their minds, ideas or feelings. By having or knowing sufficient stock of words, they can communicate well. It would be impossible to learn a language without vocabulary, when students start to study and also before students learn further about the four skills i.e. listening, speaking, reading, and writing; the first aspect that they have learn is vocabulary.

Besides, vocabulary is one of language aspects that are presented in the classroom during the process of language teaching. Teaching vocabulary is not only matter of allowing the students to know and then memorize a stock of words but also providing the students with knowledge to comprehend and apply the words in a real context. In mastering vocabulary, students should master some elements of vocabulary, such as pronunciation of the word, spelling of the word, meaning of the word, and the use of the word itself. The new words are learned unintentionally while the students read or listen material. So If students know the meaning of words widely, they can comprehend what they speak automatically by mastering vocabulary. To achieve these aims, the learners are expected to master a large number of vocabularies.

Based on the 2006 curriculum, the students of Junior High School are expected to master approximately 600 up to 1500 words and able to use them in their daily communication. But in fact, when students want to say or give response from what

they listen sometimes most of them feel confused and do not understand what they will say because their vocabulary is still low. The other problem is the teacher usually tend to use traditional technique in teaching vocabulary. Teaching learning process is only dominated by the teacher as prominent source of knowledge and the students are forced to memorize the material that has been explained by the teacher. Therefore, the students are not interested to learn English because they felt bored and there is no fun in learning process.

Creating an enjoyable learning atmosphere is highly recommended since the students' achievement in learning process are also affected a lot by the teachers' technique in teaching. Wilkin (1983:14) states teachers have to find out any technique that is relevant to the students' interest and then it will motivate them to pay more attention in teaching learning process. Moreover, an enjoyable learning condition will make the learners to do a meaningful learning. Brown (2001) states that meaningful learning will lead toward better long-term retention than rote learning. By meaningful learning, the learners will have better understanding about the lesson.

One of the ways in creating an enjoyable learning atmosphere is by using storytelling as teaching technique. Storytelling is one of the activities that can be used in teaching vocabulary to young learners. Cameron (2001: 159) states "Stories offer a full imaginary world, created by the language, which allows learners to enter and enjoy as they learn language". In line with that, Slatterly and Willis (2001) state "Young learners acquire language unconsciously. The activities you do in class should help this kind of acquisition. Stories are the most valuable resource you have. They offer children a world of supported meaning that they can relate to. Later on you can use stories to help children practice listening, speaking, reading, and writing." From the statement it can be concluded that storytelling offers an

enjoyable learning situation. In such an enjoyable and fun situation, students may learn better because they will be highly motivated to be involved in teaching learning process.

This research is also supported by other previous research. One was a library research quantitative study by Kurniawan (2014). It focused on the implemention of Storytelling to improve the students' vocabulary mastery and was conducted at Bunga Mayang Islamic Kindergarten School. The result showed that the Storytelling Technique could improve students' vocabulary mastery to understand the tales in the story when using a picture as the media.

For this reason, the researcher is interested in using storytelling as the learning media to find out the impact on students' vocabulary mastery. In this case the researcher will focus on whole parts of vocabulary such meaning, use of words, spelling and pronunciation as the media that can give positive impact on students' vocabulary mastery at their level on Senior High School.

METHOD

This research intends to find out whether storytelling could improve students' vocabulary achievement. In this research, the quantitative research was applied using *One-group pre-test posttest design* since there would be one experimental class which received treatments and also got pre-test and posttest. The subject in this research were 31 students of VIII A of SMPN 3 Bunga Mayang. The instruments used in this research are vocabulary test and oral test.

RESULTS AND DISCUSSION

This chapter provided the data which were collected during the research. This research also presented the discussion about the findings of the research.

Result

This research was conducted to compare students' vocabulary achievement between before and after they were taught through Storytelling. The data of this research was taken from class VIII A as the sample. The result of improvement of students' vocabulary achievement was obtained through pre-test and posttest. The researcher found that there was significant difference in student's vocabulary achievement taught through Storytelling. It could be seen from the table below:

Table 1. Table of Gain Score

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	47.1290	31	15.91381	2.85821
	Post-test	73.9032	31	15.01189	2.69622

Based on Table 1 above, the result of the computation of the post-test obviously shows that there is a progress which shows difference between the students' mean score in the pre-test and the post-test. The students' mean score at the post-test is 73.90 and the students mean score at the pre-test is 47.13. It proved that the students' achievement in the post-test or after treatment is improved. In other words, storytelling is an effective in teaching vocabulary to the students.

Beside that, the data also provide the improvement of vocabulary knowledge getting from the pre-test and the post test score of vocabulary. The data are the gain of mean score from each aspect of vocabulary which was shown as follows:

Table 2. The Improvement of Vocabulary Aspects

No	Aspect of Vocabulary	Pretest	Post Test	Gain
1	Meaning	45.8	77.8	32
2	Use of the words	43.2	63.6	20.4
3	Spelling	41.9	72.4	30.5
4	Pronunciation	56.5	80.7	24.2
	Total	187.4	294.5	107.1

Based on Table 2, the result indicates that the students' vocabulary achievement increase significantly after they are taught through storytelling. There are four vocabulary aspects which are measured in this research. The increase of meaning is 45.8 up to 77.8 and the gain is 32, use of the words is from 43.2 up to 63.6 and the gain is 20.4, spelling is from 41.9 to 72.4 and the gain is 30.5, and the last is pronounce from 56.5 to 80.7 and the gain is 24.2. It could be said that storytelling could improve the students' students' vocabulary achievement in all aspects of vocabulary knowledge.

Table 3. Table of Significant Score

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 Pre-test Post-test	2.67742	10.00903	1.79767	30.44553	23.10285	14.894	30	.000

From Table 3 above shows that there is significant difference between gain of storytelling technique which can be shown by applying the level significant 0.00<0.05. The result of data analysis indicates that $t_{counted}$ is 14.894. The researcher compares the value of $t_{counted}$ (14.894) with the value of t_{table} (1.697), she obtains that $t_{counted}$ is higher than t_{table}. It means that the research hypothesis (H_1) proposed is accepted and (H_0) is rejected. In the conclusion, the students' vocabulary mastery can be improved by applying storytelling.

Disscussion

By comparing the result of pre-test and post-test, the researcher concluded that the use of storytelling technique in teaching vocabulary mastery was effective because there was a progress or improvement in the students' score. As shown in the data, the pretest mean result of the students' score is 47.13 and 73.90 for the posttest.

The difference between mean of students' score in pretest and posttest is 26.77. In other words, students' score increase from the pre-test to the post-test.

In order to prove whether the hypothesis of this research is accepted or rejected, the researcher compares the value of the $t_{counted}$ with the value of t_{table}, by applying the level significant ($p<0.05$, $p=0.000$), it indicates that the hypothesis is accepted. The hypothesis is "there is significant difference of students' vocabulary achievement before and after they are taught through storytelling". It proved that the students' achievement in the post-test has the higher score than in the pre-test. So, storytelling gives a better result in improving the students' vocabulary mastery.

The researcher also found that storytelling covered all the aspects of vocabulary. There is a significant increase by comparing the result of pre-test and post-test in each aspect of vocabulary. From Table 2, it shows that the result of students' pretest and posttest each aspects of vocabulary has increased. The increase of meaning is 32, the increase of use of word is 20.4, for spelling is 30.5, and the increased of pronunciation is 24.2. It means that storytelling technique can improve students' vocabulary achievement in each aspect of vocabulary. The explanation related to the result are mentioned below.

Based on the result above, the students who were taught through storytelling had a good achievement in each aspect of vocabulary because they had a chance to review vocabulary from the story with the real life. However, the highest improvement of vocabulary aspect was meaning. In this occasion, the teacher presented target words by showing its picture so that the meaning was perfectly clear and unambiguous. The students could guess the meaning from the clue while listen the story. Therefore, Story is applicable to keep meaning of the word in the students' mind directly and can stand longer.

The researcher observed that the students were interested in learning vocabulary by using Storytelling Technique. This was indicated by their enthusiasm during their learning process and they were more actively involved in guessing the story. This was because storytelling created a new learning atmosphere in the classroom. Since the classroom activities during the treatments were quite different from those in the conventional method, the students admitted that they enjoy the learning process through storytelling. The students did not feel that they would learn but would have a story time each time they meet English lesson during the treatments. By enjoying the learning process the students felt more easily in understanding the learning materials. It was in line with Krashen's (1982) statement that in enjoyable learning situation, learners' affective filter is low and it enables them to grasp the language input that has been well-arranged affectively.

The description above has flowed to a single conclusion that a storytelling has a positive effect on students' vocabulary mastery. In this research, the researcher found that there was a significant different between students' vocabulary achievement in pretest and posttest score. In addition, storytelling covered all aspects of vocabulary which show the increase score of each aspect. Meaning has the highest improvement that other aspects of vocabuary. Therefore, storytelling can be used as an alternative teaching technique to motivate the students in learning vocabulary. The process of the implementation of storytelling provided an enjoyable situation during the treatment. So, the students could follow the learning process well.

CONCLUSION AND SUGGESTION

This chapter presents conclusions that are based on the research's result and discussions in the previous chapter. It also presents some suggestions for English

teachers and other researchers who want to try to apply storytelling as a technique in teaching vocabulary.

Conclusion

Based on the result of the analysis, the writer conluded that:

1. There is a significant difference the students' vocabulary achievement which is taught by using Storytelling Technique. Storytelling is essential to create a relaxed and secure atmosphere in order to involve the students in the various activities by keeping their interest in the story. It provides an enjoyable situation and makes the students to be interested and enthusiastis in learning vocabulary in order to achieve many words close the real life. The result shows that the mean score of the post-test is significantly higher than in the pre-test. The students' mean score increased from 47.13 up to 73.90 which the gain is 26.77 specifically.

2. Storytelling is able to make students understand the meaning of the word and remember it in longer. The data show that meaning has the highest increase of vocabulary aspect. The increase of meaning is 45.8 up to 77.8 and the gain is 32. It is because the teacher presents target words by showing its picture so that the meaning is perfectly clear and unambiguous. Then, the students can guess the meaning from the clue while listen the story and the words remain longer in their mind.

Suggestion

Some suggestions that the writer likes to propose based on the conclusion are as follows:

1. English teachers are suggested to apply storytelling in teaching vocabulary, to develop the students way of learning to remember both the given word

and the new word; also enriching their vocabulary because the students can be motivated to find the meaning of new word after listening the story.

2. The teachers should present the story in an relaxed and understandable way and the teachers are hoped to be confident in acting out their role. In that occasion, the students not only remember the new word but also to make the students comprehend the story well.

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