THE EFFECT OF STORY TELLING ON STUDENTS VOCABULARY MASTARY AT SDN 33 SELUMA

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ABSTRACT

The objective of this research is to find out the effect of Storytelling to the vocabulary of 33 students at SDN 33 Seluma. The design of this research is a quasi-experimental research design. The subject of this research will be the fourth year students of SDN 33 Seluma. The number of the subjects are 33 students. The class will be divided into two groups. The first group is control group with 16 students, and the second is experiment group with 17 students. The instruments will be used in this research are English stories and vocabulary tests form. The data of this research was collected in the steps: 1) pre-test, 2) treatments, 3) post-test. In analyzing the data, the researcher used the assistance of SPSS 16 Application for making the analysis easier and faster. The results showed that a paired-sample t-test employed a discrepancy of -6.7 between the scores obtained in the pre-test and post-test phases. The resulting P-value (Sig) of 0.035 is below the established significance level (a) of 0.05. This statistic analysis signifies a meaningful difference in the average scores, offering proof that the utilization of the story-telling method noticeably improved the students' grasp of vocabulary at SDN 33 Seluma. Consequently, the initial assumption (H0) is rejected, and the alternate assumption (H1) is accepted, confirming that the application of the story-telling method indeed exerted a substantial positive effect on the students' vocabulary mastery.

Key words: *Story Telling, Students' Vocabulary*

INTRODUCTION

English is very important for many aspects of live. According to ETS Global (2020), whether it is for professional or personal reasons, understanding the importance of English will help people reach their goals. Here are a few reasons why people should keep learning and practicing English language skills: 1) English is the Language of International Communication; 2) English gives access to more entertainment and more access to the Internet; 3) English makes it easier to travel; and 4) English can make people 'smarter'.

English as a foreign language in Indonesia started receiving special attention, particularly in primary education, since the early '90s. This was based on the awareness of the importance of learning English at an early age to compete in an increasingly modern and globalized world. This awareness that led the government to issue a policy through the Ministry of Education and Culture of the Republic of Indonesia (Depdikbud RI) No. 0487/1992, Chapter VIII, which stated that elementary schools (SD) could add subjects to their curriculum (Kulsum in Faridatuunnisa, 2020). This policy laid the

foundation for the inclusion of English language as part of the local curriculum in elementary schools.

This move significantly increased the popularity of English as a subject in elementary schools. Elementary schools competed to implement English language instruction in their classrooms. As a foreign language in Indonesia, English experienced significant growth. Even preschools (TK) began introducing English language (Maili, 2018). English became a promotion tool for schools and a source of pride for parents of students. Schools that taught English were considered more prestigious than those that did not include English in their curriculum (Zein, 2017). It's no wonder that in the early 2000s, there was a trend among parents to prefer enrolling their children in schools that offered English as part of the local curriculum (Muatan lokal, Mulok).

The scope of Language materials in Elementary School (SD) based on the Regulation of the Minister of Education, Culture, Research, and Technology Number 7 of 2022 for English is as follows: 1) Simple interactional and transactional texts in the context of oneself, family, and school; 2) Simple multimodal texts, both fiction and non-fiction, in the context of oneself, family, and school; 3) Basic vocabulary and expressions within texts with the context of oneself, family, and school; 4) Cultural diversity in Indonesia through simple texts; 5) Moving and static images in simple texts as part of visual literacy; 6) Vocabulary related to the development of visual literacy; and 7) Strategies for understanding the content of simple texts (Degest, 2022).

Based on the regulation above, it can be seen that vocabulary is a part that studied in elementary school students. Vocabulary is the first aspect that must be learnt by children students in learning language. It is the most important element to make someone more understand the language. Without sufficient vocabulary, we cannot communicate and express the ideas easily both oral and written form. Vocabulary must be learned since the beginning, that is, from elementary school in order that the students have chance to learn English. Teacher is one of the components who have an important role in the learning process, because the teacher is expected to be imaginative and creative in developing her teaching English for the beginner. The technique used here is teaching aid especially visual and audiovisual aids in teaching vocabulary.

Vocabulary can be defined a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined, also a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge (Webster, 2023). The vocabulary is an important part of learning language. Nation in Alqahtani (2015) stated that In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing.

Hidayat in Ota (2022) states that learning vocabulary can help students and provide motivation in learning and mastering other language components. The age of children entering elementary school is a playful age. Therefore, the vocabulary introduced to elementary school students consists of simple words commonly used in daily life, such as fruits, vegetables, foods, beverages, family members, and the alphabet. In addition to vocabulary learning, students are also taught to pronounce words correctly and accurately. This is the first step before they learn reading skills.

In teaching English especially vocabulary, the teachers should use teaching method. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An

approach is axiomatic, a method is procedural. Within one approach, there can be many method (Rodgers in Thahir 2018).

Teaching method is important because it can help the teacher in teaching and learning process. According to Pachina (2019), some of the most effective ways of teaching vocabulary are using visuals and planning engaging activities. Visuals such as pictures can be used to pre-teach vocabulary for the daily lesson and review vocabulary from previous lessons. Other engaging activities include games and role plays. It is also important that teachers use multiple methods to teach vocabulary to keep students engaged in the learning process. The more students use the vocabulary, the higher the chance that they will remember it. Therefore, incorporating relevant vocabulary in every lesson is crucial.

One of the methods that can be used by teachers in teaching vocabulary is story telling method. Gere et al in Zoubi (2021) identified storytelling as "the act of using language and gesture in colorful ways to create scenes in a sequence". When students are learning via stories, they develop their oral language and literacy skills. Furthermore, storytelling is considered a feasible technique for enhancing imagination and thinking skills and creative skills.

It will make the elementary school students interested in studying vocabulary because most of them like story, so it can bring much joy and give opportunities to remember the words and understand the sentences easily. Scott and Ytreberg in Hidayati (2013) state that telling stories have a vital role to play in the child's development, and not least, in the development of language. It means that telling stories to children can help their language development. Telling stories allows children to form their own imagination. They have no problem with objects which are talked in stories and they can identify them.

Eventhough vocabulary is one of important aspects that should be gained by the students, in fact it is still a problem for students. Based on the information from the English teacher of SD Negeri 33 Seluma, the researcher found that: 1) the students still shy and afraid to speak the vocabulary, 2) many students wrong in pronounce the vocabularies, 3) many students are not able to master the vocabularies because of their internal factors.

Teaching at elementary school means also teaching for English for young learners. According to Ningsih, Susyla, Angraini, and Safitri (2023), teachers will encounter many problems in teaching language skill. There are some students who found that English is really new for them. It can become the barrier for students to obtain knowledge and skills and English as it is expected.

As one solution of the problems above, the researcher try to find out the effectiveness of Storytelling for the vocabulary mastery of the fourth year students of SD Negeri 33 Seluma. Storytelling as a method of teaching English at elementary level is chosen to increase the vocabulary mastery.

Based on the phenomena about the students' vocabulary mastery gained from the English teacher above, the researcher would like to study "The Effect of Storytelling in Students Vocabulary at SDN 33 Seluma".

METHODS

The design of this research is a quasi-experimental research design. It has the purpose to find the effect of storytelling to the vocabulary mastery of the fourth year students of SDN 33 Seluma. The subject of this research will be the fourth year students of SDN 33 Seluma. The number of the subjects are 33 students. The class will be divided into two groups. The first group is control group with 16 students, and the second is experiment group with 17 students. The researcher takes the fourth year students as the subjects because from the pre-interview with the English teacher who teaches there, it is found that the fourth year students have the lowest English subject scores of all the fifth year and the sixth year students at SDN 33 Seluma. The instruments will be used in this research are English stories and vocabulary tests form. This research was done in three steps, namely: Pre-test, Treatments, and Post-test.

FINDING AND DISCUSSION

This research was conducted in elementary School SDN 33 Seluma for one month during January 2024. The research was done by doing some steps, namely: 1) Pre-test, 2) Treatment I, 3) Treatment II, 4) Treatment III, and 5) Post-test.

In the pre-test session, the students score in vocabulary test was still low 44.6. There was only one student who got above 60, meanwhile the rest or 16 other students got lower than 60. Then, in treatment I the students' vocabulary score was still low even lower than in the pre-test session. It can be seen from the average score of the students only 25.4. In treatment II the students' vocabulary score increased compared to the results in the pre-test and treatment I sessions. It can be seen from the average score of the students increased to 46.5. In treatment III the students' vocabulary score increased compared to the results in the pre-test and treatment I and II sessions. It can be seen from the average score of the students was 54,4. Finally, in post-test session, the students' vocabulary score increased compared to the results in the pre-test sessions. It can be seen from the average score of the students 51.3.

The results of SPSS application show that The difference between the results of pre-test and post-test is 44.6 – 51.3 = **- 6,7**

The value above tells that there is a significant difference mean score between the results of pre-test and post-test.

Because the P-value (Sig) (0.035) is lower than a (0.05), it means that there is an effect of using story-telling method on the students' vocabulary mastery at the fourth year students of SDN 33 Seluma. *From the description above, it can be seen that H0 is rejected, and H1 is accepted.*

The description of data analysis in the previous part of this chapter showed that the initial data from the pre-test session revealed that students had a low average score of 44.6 in the vocabulary test. Only one student managed to score above 60, while the remaining 16 students scored below this threshold. This indicates a significant need for improvement in vocabulary skills among the students at the outset of the study.

Upon implementing treatment I, there was an unexpected decline in the students' vocabulary scores. The average score dropped even lower, reaching only 25.4. This unexpected decrease suggests that the initial intervention might not have

been effective in enhancing the students' vocabulary skills. It raises questions about the appropriateness or impact of treatment I in addressing the low vocabulary scores observed in the pre-test.

However, treatments II and III demonstrated positive effects on the students' vocabulary scores. Treatment II showed a notable increase, with the average score rising to 46.5. Treatment III further improved the scores, reaching an average of 54.4. These increments indicate that the interventions in treatments II and III had a positive influence on enhancing the students' vocabulary proficiency.

In the post-test session, there was a continued improvement in the students' vocabulary scores compared to the pre-test sessions. The average score reached 51.3, indicating sustained progress in vocabulary acquisition. Overall, these findings suggest that while treatment I had an unexpected negative impact, subsequent interventions in treatments II and III, as well as the post-test session, effectively contributed to the enhancement of students' vocabulary skills.

The initial normality test, with a P value (Sig) of 0.147 exceeding the significance level (a) of 0.05, indicates that the data follows a normal distribution. The subsequent analysis focuses on comparing the mean scores before and after the application of the story-telling method. The table suggests that, on average, the scores after the story-telling method were higher than before its implementation, implying a positive trend in vocabulary mastery.

To further investigate the significance of this improvement, a paired-sample t-test was conducted, revealing a difference of -6.7 between the pre-test and post-test scores. The resulting P-value (Sig) of 0.035 is lower than the significance level (a) of 0.05. This indicates a statistically significant difference in mean scores, providing evidence that the story-telling method had a discernible impact on enhancing students' vocabulary mastery at SDN 33 Seluma. Consequently, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted, affirming that the implementation of the story-telling method had a significant positive effect on the students' vocabulary acquisition.

Comparing the current research with previous studies, it can be seen that the previous and the present research have simalrity and difference. They are described as follows.

In line with the similarity, all the studies, including the previous ones (Zoubi, Soltani et al., Apriani, Simatupang et al.) and the recent one, agree that storytelling helps students learn more words. They show that using stories is a good way to make students better at understanding and using new words. In the older studies, they found this to be true for young learners who are learning English (Zoubi, 2021), for students' feelings about learning (Soltani et al., 2015; Apriani, 2015), and for older students in the eleventh grade (Simatupang et al., 2022). The recent study supports these findings by proving that telling stories has a positive effect on how well students at SDN 33 Seluma learn new words.

Although all studies agree that storytelling is good for learning words, they have some differences in the details of what they found. In the older studies, they talked about students being more interested in learning words and feeling positive about it (Soltani et al., 2015; Apriani, 2015), and in Simatupang et al.'s study, they found a big improvement in eleventh-grade students' word learning. On the other hand, the recent study gives more specific details. It uses a test to show that there is a real difference in scores—students at SDN 33 Seluma learned about 6.7 more words after hearing stories.

The recent study uses numbers to prove that the improvement is real, and it adds a more exact measurement to the idea that storytelling helps students learn words.

CONCLUSION

Based on the data and statistical analysis, it can be concluded that the implementation of the story-telling method lead to a significant improvement in the students' vocabulary mastery at the fourth year of SDN 33 Seluma. It showed that a paired-sample t-test employed a discrepancy of -6.7 between the scores obtained in the pre-test and post-test phases. The resulting P-value (Sig) of 0.035 is below the established significance level (a) of 0.05.

This statistic analysis signifies a meaningful difference in the average scores, offering proof that the utilization of the story-telling method noticeably improved the students' grasp of vocabulary at SDN 33 Seluma. Consequently, the initial assumption (H0) is rejected, and the alternate assumption (H1) is accepted, confirming that the application of the story-telling method indeed exerted a substantial positive effect on the students' vocabulary mastery.

Given the statistical evidence, it is recommended that:
1. For students, engaging with storytelling activities can be encouraged as an effective and enjoyable way to improve their understanding and usage of new words.
2. Teachers can consider incorporating more storytelling elements into their teaching methods, recognizing the method's success in fostering vocabulary development.
3. Further researchers may find value in exploring variations of the story-telling method or investigating its applicability in different educational contexts to deepen our understanding of its potential benefits. Overall, the results suggest that the story-telling method holds promise as a valuable tool for enhancing vocabulary learning.

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