



Enhancing Students' Vocabulary Through Story Telling

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Abstract

Storytelling is a practical and powerful teaching tool, especially for language learning. The current study is aimed to obtain empirical evidence about the effectiveness of using storytelling on students' vocabulary achievement of describing things around us. In this regard, the population was seventh-grade students of SMP PGRI 1 Ciputat. Moreover, the study sample consisted of 25 students from the VII-7 class in the Experimental Group and 25 students from VII-8 in the controlled group. The research instrument was a test that consisted of pretest and post-test forms. The technique used in collecting data was quantitative with t-test. The result of this study showed that the use of storytelling is effective on students' vocabulary. It can be seen from the result of the calculation that the students' score in the experimental class was higher than controlled class. Based on the calculation of the t-test that H_0 was rejected and H_a was accepted as formulated if $t_o > t_t$. Based on the calculation, the result of t_o was higher than t_t , which was $2.778 > 2.021$. It can be concluded that the students who learn vocabulary using storytelling had a significant effect on vocabulary compared to those who did not learn vocabulary by using storytelling.

Keywords : Enhancing, Story Telling, Students' Vocabulary



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PENDAHULUAN

Nowadays, people need to communicate in doing daily activities and interacting with other people in their lives. Pennycook (2017) stated that English is a medium language in all aspects of national relationships with other countries, such as diplomatic, social, cultural, international commerce, and education. In other

words, English takes an essential role in communication, such a medium for every nation to communicate with each other (Sasabone et al, 2022; Sukmawati et al, 2022; Imran et al, 2022; Jaina et al, 2022). Moreover, English in Indonesia is considered the first foreign language and the compulsory subject to be taught in secondary schools. Also, it considers as an optional subject or local content material to be taught in elementary schools and as a requirement subject to pass National Examination (Akhiruddin, 2019). Hence, communicating uses English is necessary to learn in schools (Sujarwo, et al, 2020; Rezeki et al, 2022).

Moreover, vocabulary plays a vital role in teaching and learning English. Thornburry (2016) argued that without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. It can be said that students who master grammar will get stuck to express utterances without vocabulary mastery. So, vocabulary is an essential aspect of English to be learnt. In other words, students need to have enough vocabulary as one of the language components besides grammar, spelling, and pronunciation. Hence, vocabulary should be included in English teachers' teaching process.

Problems in learning and teaching English still exist at school, because the English language is entirely different from the Indonesia language in the system of the structure, pronunciation and vocabulary (Andi-Pallawa & Alam, 2013). For example, students tend to forget the meaning of the word which have been taught or practiced before. Usually, vocabulary is taught through memorizing words or drilling patterns. For teachers creating English teaching effectively and efficiently is not an easy job. Therefore, English teacher must be able to organize teaching learning activities. They have to present the materials by using a suitable teaching technique. Larsen-Freeman (2018) asserted a good teaching technique makes students understand and master the English. It is like the other subject which need a suitable technique and methods, teaching language also needs a suitable techniques and methods. In reality, learning English specially to memorize vocabulary is boring for some students. The technique used in teaching vocabulary is monotonous; the students just memorize the changes of verbs, the word related to nouns, adjectives and adverbs. Hence, learning and teaching English still has problem, especially in improving students' vocabulary.

Based on the writers's observation through the Integrated Teaching Practice Program (*Praktik Profesi Keguruan Terpatu*), it was found that many students of first grade of SMP PGRI 1 Ciputat had difficulties in learning English especially in the vocabulary. The students had difficulty differentiating the form of word grammatically such as parts of speech: noun, verb, adjective, and adverb. Furthermore, the students tend to be bored and have low participation in English class.

Therefore, one teaching strategy that can motivate the students to learn English is using a suitable strategy such as games. Actually, students do not have to

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memorize the exact vocabulary because they remember the vocabulary when they pronounce it or use it several times. Word used by the students is always the same word around their conversation of their daily activities, which consist of noun, verb, adjective, and adverb. The teacher only has to improve students' vocabulary by using a suitable strategy such as storytelling.

Moreover, Kirsch (2016) argued that storytelling might help students facilitate them to improve their vocabulary. It is easy for students because the teacher just asked them to express their daily activity or their story. This learning strategy is expected to make the students more active in the class, motivated and enjoy in learning English. Additionally, storytelling is often associated with junior high school students. It not only assists to teach children in good way but also to improve their interest in particular things. By telling a story, it can give sharpen students' vocabulary. Hence, storytelling seems to help students to improve their vocabulary mastery (Lohing et al, 2022).

Previous related studies about storytelling in teaching vocabulary have been widely conducted. The first written by Apriyanti, Shaharom and Yan (2019) who proved that storytelling gives positive impact as teaching method for vocabulary learning among preschoolers. Next, Ismawati, Sutarsyah and Nurweni (2018) that found that study has a statistically significant increase of students' vocabulary achievement through storytelling. They also suggested that teaching vocabulary using storytelling leads students to be actively involved in learning process. Also, Afshar and Mojavezi (2017) examined that aural and visual storytelling have impressive impact on the learning and retention of vocabulary knowledge. Therefore, different from those previous studies, this current study would use storytelling to enhance students' vocabulary of describing around us. Furthermore, the present study is aimed to find out how significant the difference between students' vocabulary achievement in describing around us who taught by storytelling and who taught without storytelling. To regard this study, the technique used in collecting data was quantitative with t-test.

METHOD

1.1. Research Design

In this study, the writers conducted a quantitative research. The method in this investigation that the writers used is a Quasi-experimental. It was reasonable to use quasi-experimental design since James, Millan and Sally (2006) argued that quasi experiment designed to determine the effectiveness of a direct manipulation of condition. It is in line with the objective of this study which is to obtain the empirical evidence of the effectiveness of the storytelling to teach vocabulary of describing around us.

Moreover, quasi-experimental study has experimental group and controlled group. In accordance, Fraenkel, Wallen and Hyun (2011) asserted that the writers matches the subject in the experimental and control groups on certain variables in quasi experimental design. Pretest was given to both the controlled and experimental group at the seventh graders of Junior High School SMP PGRI 1 Ciputat to measure the condition before treatment. Next, the treatment is given to the experimental group by using storytelling while the treatment of the controlled group was given by lecturing. After conducting the treatment, the test is given to both groups as the post-test. The scheme of this model is:

Table 1. Research Design

Group	Pretes	Treatmen	Posttes
	t	t	t
Experimental Group	T1	X	T2
Control Group	T1		T2

In which,

- T1 : pretest for experimental group
- T2 : post-test for experimental group
- T1 : pretest for controlled group
- T2 : post-test for controlled group
- X: treatment by storytelling

1.2. Subject of the research

Population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research (James, Millan and Sally, 2006:119). While, sample is a subgroup of the target population that the researcher plans to research for the purpose of making generalization about the target population.

The population of this research was the Seventh-grade students of SMP PGRI 1 Ciputat. The seventh grade is divided into eight classes. The writers took one class to be experimental class and one class to be controlled class. In this term, the writers chooses VII-8 as the experiment class & VII-7 as controlled class. The consideration of choosing those classes to be experimental and the controlled classes was based on purposive sampling. In purposive sampling, there is no assumption that all members of the data are equivalent with the data sources, but those selected are believed to be information-rich cases.

1.3. Instrument of Data Collection

An instrument is a tool to gather data of the study. The instrument used in this study was a test. Ary, Jacobs and Asghar Razavieh (1972) argued that tests are valuable measuring instruments for educational research. Therefore, the role of the

test is important in collecting data. In this study, the test given is vocabulary test. There are so many ways to test vocabulary, such as multiple choice, cloze test, matching items, set items, and others.

In this study, the writers used vocabulary test in the form of multiple choices, matching items, and cloze tests. It was consist of 25 items (15 multiple choice, 5 matching items, and 5 cloze tests). This test used in both pretest and post-test. In scoring the objective test, the correct answer was counted one point using formula;

$$S = R/N \times 100$$

In which,

S : score

R : Total number of right answer

N : Total Number of Item

1.4. Technique of Data Collection

The data were collected by using pretest and post-test. Pretest was given before treatment in order to know and measure students' background of vocabulary related to describe around us. The test will be given to both experimental and controlled class. Moreover, after giving pretest, treatment will be implemented to experimental class in order to teach vocabulary through descriptive text. The given treatment was implementing storytelling to teach vocabulary for about 4 times.

During treatments, controlled class was taught vocabulary of describing around us with no any treatment as experimental class. In other word, controlled class will be taught without storytelling. After giving some treatments, post-test was given in order to measure the ability of students after given different treatments to experimental and controlled class. The results of pretest and post-test will be compared in order to recognize whether storytelling affects students' vocabulary achievement in describing things around us.

1.5. Technique of Data Analysis

The writers have conducted the test, pretest and post-test. The data are compared from the mean of the score from pretest and post-test. After getting the data from the score, then the data were analyzed and processed by using statistic calculation of T-test formula with significance degree 5% and gained scores.

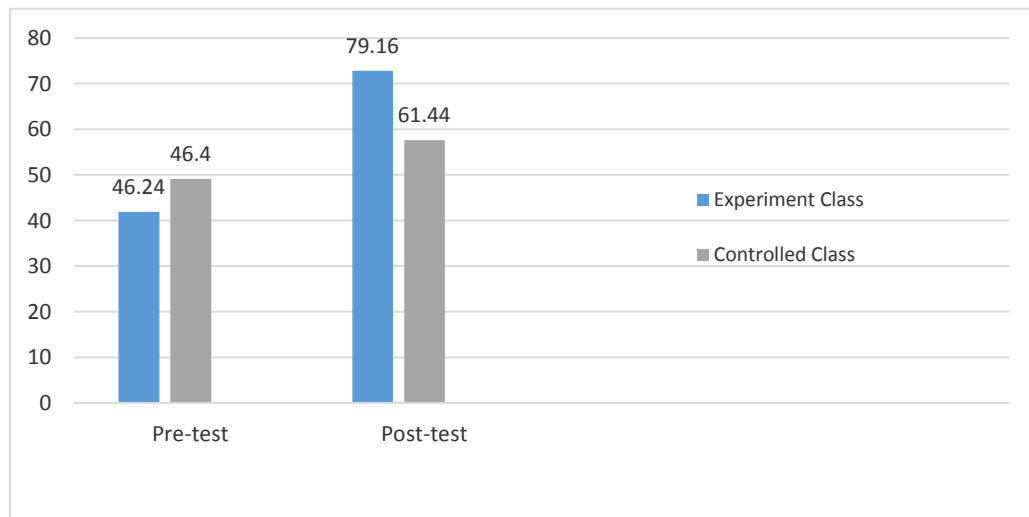
T-test in this research used to test the average difference count, was there a significant difference or not between the experimental group and the controlled group. While the gained score is the difference between pretest and post-test score of each class of the experimental and the control groups. Gain scores are used to determine the increase or decrease in scores and to determine the effectiveness of the strategy used. However, prior to the tests the hypothesis necessary analysis prerequisite tests first, namely the distribution normality test and homogeneity test.

RESULTS AND DISCUSSION

Pretest was given to both controlled class and experiment class in order to know students' vocabulary achievement before they were given any treatments. While post-test was given after treatments after six meetings treatments. Writers conducted the test result to the sample, the seventh grader students of SMP PGRI 1 Ciputat. The result was used to get empirical evidence about the effect of storytelling towards students' vocabulary of describing things around us at the seventh-Grade of SMP PGRI 1 Ciputat. The result of the research is presented as data description based on the test result. The data analysis result obtained through vocabulary test.

Regarding to the vocabulary achievement test results, the average score of both experimental class and controlled class increased. However, the experimental class's score had increased more significantly rather than the controlled class. This can be seen through the range points gained by the two groups. The experimental class increased 30,48 points while the controlled class increased 8,48 points. The progress both classes can be seen in the diagram below:

Figure 1. The difference between Students' Score in Experimental and Controlled Class



Moreover, the writers analyzed the test score of the experimental class and controlled class by calculating the Formula T-test. Before calculating the T-test value, to look at the difference of significant level, it was necessary to find out the normality value and homogeneity value of the data. The normality examination was needed to know whether the data has been normally distributed. Then, after getting the normality, the next step was calculating the Data homogeneity. It was purposed to know the data were homogeneous or not.

Normality Testing is one of several requirements that have to be fulfilled before conducting t-test. It purposed to know whether the data from two classes have been normally distributed or not. The writersss used Lilliefors table to do the normality test. In order to get the answer of normality test, the data is normal distributed if the data has significance 5% (0.05) or L_{table} higher than $L_{observe}$. The result can be seen as follow:

Table 1. Normality Test of Pretest and Post-test

Statistic	Pretest		Post-test	
	Experimental Class	Controlled Class	Experimental Class	Controlled Class
Sample (N)	25	25	25	25
Mean	46.24	46.4	79.16	61.44
L_{table}	0.173			
$L_{observe}$	0.168	0.172	0.124	0.133
Conclusion	Normal		Normal	

The Result showed that the data both of two classes are normally distributed. It were pointed out experimental class and controlled class have same ability in vocabulary.

After doing the normality test, the writersss did the homogeneity test in order to test the similarity of the sample in both classes. The formulation is if F_{table} higher than $F_{observe}$ means the data were homogenous with significance level $\alpha = 0.05$. The result are presented as follows:

Table 2. Homogeneity Test of Pretest and Post-test

Statistic	Pretest		Post-test	
	Experimental Class	Controlled Class	Experimental Class	Controlled Class
Sample (N)	25	25	25	25
Varians	390.667	374.667	196	351.573
F_{table}	1.955		1.955	
$F_{observe}$	1.0427		1.793	
Conclusion	Homogeneous		Homogeneous	

The result of the data in table above, it showed that the $F_{observe}$ of pretest between experimental class and controlled class was 1.0427 further, the $F_{observe}$ of post-test

between experimental class and controlled class was 1.793741497. Therefore, the data of pretest was homogenous because it was higher than F_{table} (1.955).

After finishing the normality and homogeneity test, the data was calculated by using t-test to know the significant difference between students' vocabulary of describing things around us in experimental class and students' vocabulary of describing things around us in control class. Hypothesis test in this research was done by using t-test formula with significance level 5%. The result is presented as follows:

Table 3. T-test formula with significance level 5%

Statistic	Result
$T_{observe}$	$\frac{M_1 - M_2}{SE_{M_1 - M_2}} = \frac{32 - 10.16}{7.86} = \frac{21.84}{7.86} = 2.778$
T_{table}	$(N_1 + N_2) - 1 = (25 + 25) - 1 = 48$

The value of Degree of freedom is 48 at degrees of significance 5% (0.05). It means the T_{table} is 2.021. Furthermore, the hypotheses were tested based on the statistical hypotheses as follows;

$$H_a = t_o > t_t$$

$$= 2.778 > 2.021$$

From the calculated above, writers assumed that H_a was accepted means "Storytelling is effective in teaching vocabulary".

The result from calculating the data is $t_o = 2.778$ and $t_t = 2.021$. It means, t_o higher than t_t in significant 5%. So, the null hypotheses is rejected and the alternative hypotheses is accepted.

The aim of this research is to obtain the empirical evidence about the effectiveness of storytelling on students' vocabulary in describing things around us. Teaching and learning Vocabulary process is about learning to define a word which is called fundamental. William (2011) argued that many teachers believe that the activity of defining words before reading a text is an effective instructional technique to support vocabulary growth. Moreover, mastering vocabulary is the ability to get and receive a lot of words, by having and mastering it, students will know the meaning of vocabulary in the context. It can also help to avoid making the mistakes in identifying a language with dictionary and guide us in making the equivalence of the second language to native language (Fromkin & Rodman, 1974). Mastering vocabulary is not only an essential part in learning language, but also it is a crucial part in learning language especially in telling the story of things around us. Besides, many strategies that we could find and use to teach vocabulary, one of them is storytelling. Storytelling is a practical and powerful teaching tool especially for language learning. It is one of the methods which giving learning experience for children by bringing a story orally. When story is

interesting for them, they can understand content of story, listen with great attention, and catch the message (Lindsay, 2015).

To gain the data in the this study, the writers used a quantitative research method and she also used a quasi-experimental design for her research. The writersss chose a quasi-experimental design to determine the cause and effect relationship and there is a direct manipulation of conditions (James, McMillan & Shumacer, 2006). The writersss took one class to be experimental class and one class to be controlled class. In this term, the writersss chooses VII-8 as the experiment class & VII-7 as controlled class. The consideration of choosing those classes to be experimental and the controlled classes was based on purposive sampling. In purposive sampling, there is no assumption that all members of the data are equivalent with the data sources, but those selected are believed to be information-rich cases (William, 2009). Therefore, the English teacher of SMP PGRI 1 Ciputat, Mr Adi suggested the writersss to take those classes as the experiment class and controlled class based other judgment or assumptions in both of the two classes.

In addition, based on the calculation of the t-test that H_0 was rejected and H_a was accepted as formulated if $t_o > t_t$. Based on the calculation, the result of t_o was higher than t_t , which was $2.778 > 2.021$. Therefore, H_a was accepted and H_0 was rejected. There is rather a substantial difference between the score of the students in the student's storytelling vocabulary test and the score of the students in the vocabulary test without the use of storytelling in the students within that seventh grade of SMP PGRI 1 Ciputat. It means students' who learn vocabulary using storytelling had a significant effect on vocabulary compared to those who did not learn vocabulary by using storytelling. According to the study, there is a significant effect of using storytelling on students' Vocabulary of describing things around us. It can be summarized up on the basis of integration that storytelling is effective in improving the vocabulary of the students in describing things around us especially for the seventh-grade students at SMP PGRI 1 Ciputat.

CONCLUSION AND RECOMMENDATION

The study is aimed to get empirical evidence about the effectiveness of storytelling on students' vocabulary of describing things around us, especially for Seventh-Grade of SMP PGRI. It is needed to do this research to prove the theories and previous related studies that had been mentioned in the previous chapter. In the statistical hypothesis, H_a would be accepted and H_0 would be rejected if the t_{observe} was higher than t_{table} . The statistical data also supported in the research findings chapter that showed high increasing score which was made by the experimental class compared to the controlled class. The result showed that the t_{observe} was 2.778. Meanwhile, the t_{table} was 2.021. So, the H_0 is rejected and the H_a is

accepted. Additionally, the mean score of the experimental class was higher than the controlled class.

Based on the finding, it is concluded that storytelling has a significant effectiveness on students' Vocabulary of describing things around us at seventh-grade students of SMP PGRI 1 Ciputat.

From the conclusion above, the writers could give some recommendation for the English teacher who wants to teach vocabulary and for the further research: Teacher should be well prepared, it means that before entering the classroom, the teacher should prepare the material that is going to be taught to the students. The English teacher should be more creative in applying teaching and learning activities especially in learning new vocabulary. The English teacher should be more understanding to the condition of their students, if the students in the classroom are bored with the teacher technique or media, the teacher has to find out the appropriate technique or media. The teacher may select storytelling as the alternative ways in teaching English vocabulary, because using storytelling can motivate the students to master vocabulary easily. It has been proved by the media that the writers used by using storytelling in teaching vocabulary to improve students' vocabulary. And For the further research, the teacher also should be well prepared in choosing the story and vocabulary that will be used as a media in the class. Before teaching and learning process make sure the story which had been choose are include the realia such as miniature or picture related to the story to make the students more interesting to learn.

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