



STORYTELLING: A VOCABULARY BOOSTER FOR SIXTH GRADERS

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ABSTRACT

The Objective of this study was to determine the application of teaching English vocabulary using the storytelling method. The writer organizes English vocabulary in elementary school using the storytelling approach as a method of presenting content. The research used qualitative and quantitative methods. As research instruments, pre-test and post-test were used. The test was attended by 23 Students consisting of 13 female Students and 10 male Students. The results can be summarized as follows: in the pre-test, Students' mean was 4.3 and post-test was 8.7. The mean final post-test scores was 9.3. The results showed that the Students' vocabulary mastery was increased by using the storytelling method. This is because Students are interested and they enjoy the stories given. The use of storytelling could be seen as an alternative way of teaching vocabulary. The writer hope that these results can inspire language teachers to use storytelling in English classroom, especially when teaching vocabulary for elementary school.

INTRODUCTION

This paper aims to explain theory and practice of teaching primary school level English as a foreign language in Indonesia. For primary school pupils, this paper may concentrate on teaching vocabulary through the



medium of storytelling. All language teaching should be based on the ways of teaching, knowledge about the language, and the language that will be taught. It influences in determining the teaching method, teaching approach, teaching styles and classroom technique. Children can learn English effectively, quickly, and enjoyably by using the right and interesting methods. Brown (2001: 377) sees vocabulary items as a tedious list of terms that the S must identify and memorize, and lexical types are seen in their central position. A good vocabulary can be a valuable advantage, both in college and later in our career, and it can be concluded from the above description that vocabulary is a word or more that communicates the meaning or concept of communication phrases. Teaching English to children, in this case elementary Students should be different from teaching adults.

In this study, the writer discussion Students more about teaching English through storytelling, especially in vocabulary. It can offer an easy and fun way in learning. Thus, a new way for SDN 5 Bedulu Gianyar in the learning process is to use story telling in mastering English vocabulary, especially in improving vocabulary mastery. In the city, Students are used to using English from a young age, while Students in villages are very unfamiliar with English vocabulary as happened in SDN 5 Bedulu Gianyar. Their knowledge of English vocabulary is still low. Most Students still fear and feel that it's difficult to learn new vocabulary in English. They rely on teachers, lack of language instruction, and the applied methods seem to be ineffective and make a significant contribution to the mastery of vocabulary for Students. From the Observation was taken. The researcher gets that ability of the Students is very low. This is evidenced by the pre-test results that was taken. The designation of the score 4.3 which means a low Score Qualification.

In this method, the Students were taught by giving a short story. The teacher told about a short story and the Students found the meaning of each word. If they want to understand about the story, they have to know about the meaning first. The teacher also told the Students about the interesting story and easy story to understand. Thus, they remembered the story and automatic ally they also remembered the vocabulary contained in the story. All of the methods are regarded very important for the success of the Students in teaching and learning process. Vocabulary can be said as the important thing when the Students want to learn foreign language especially English.

METHODS

The outcomes of the pre-test and post-test and the observation of Students' behavior. One child's short story was included. This is Snow White. This was chosen because learners in this class lacked vocabulary from observations, so they had trouble learning English. The English tutor, however, uses a monotonous teaching system. The writer would use storytelling as a means to understand. By telling stories, the researcher seeks to get elementary school kids involved in learning vocabulary and almost all kids like a story. It can provide a lot of fun and also provide the Students the ability to remember the words easily and grasp the sentence.

Therefore, a new way for SDN 5 Bedulu is to use story telling in mastering English vocabulary in the learning process, particularly in enhancing vocabulary mastery. This study will be taken into account in SDN 5 Bedulu Gianyar. In this analysis, the population and sample were the 6 Grade (consisting of 23 Students) was the sample taken for this study. In each test, the learners were given 15 questions and 35 minutes to finish the test. It was to see their talents and their success in learning language using pre-test and post-test. The data will be used quantitative and qualitative method by using the criteria mentioned in each indicator of the rubric. Since gathering the pre-tests and post-tests, the following formula was used to descriptively evaluate them.

$$A = \frac{\Sigma X}{N}$$

Where:

- A** = Mean score of the Students
 ΣX = Total score of the S
N = Total number of the S

By comparing the Students' pre-tests and post-tests, the writer grasped the final outcome of teaching vocabulary through storytelling. It was appropriate to identify the score of S tests after receiving the mean score from the teachers. The qualification for the score was planned by Pelamonia (in Chandra: 2013).

Score Qualification

Score	Qualification
0	Failed
1	Very Bad
2	Bad
3	Very Low

4	Low
5	Almost Enough
6	Enough
7	More than Enough
8	Good
9	Very Good
10	Excellent

(Source: Pelamonia (in Chandra: 22, 2013))

After obtaining the average outcome of each test, the last study was to show the percentage increase score by measuring the discrepancy between the first pre-test and the final post-test. The formulas Kemmis & Mc. Taguart (1998) that was used in this analysis are:

$$\chi = \frac{\sum 1}{n} \times 100\%$$

Note:

X = Percentage of increase score

E 1 = The Total amount of increase score

n = The Result of First pre-test.

The writer hoped, based on the data received, that the progress accomplished could be class as positive results.

RESULT AND DISCUSSION

RESULT

The writer found the outcome of each S test in this study by providing pre-tests and post-tests in the previous meeting. By telling the short stories, and supplying the pre-test and post-tests, the necessary data was obtained. The results of the Students evaluation can be found in the table 1.

Table 1 Result of Pre-test, Post-test and Final Post- test

Students Number	TEST-I		FINAL
	Pre-test	Post-test	POST-TEST
S 1	3.5	9	10
S 2	3	8.5	9.5
S 3	5.5	8	8.5
S 4	5.5	9	9
S 5	7	6.5	8
S 6	7	7	10
S 7	3.5	7.5	9
S 8	3	9	10
S 9	5	10	9.5
S 10	3.5	9.5	10
S 11	5	9	10
S 12	5.5	9.5	9
S 13	8	8.5	9.5
S 14	2	8	8.5
S 15	6	9	8.5
S 16	6.5	8.5	8
S 17	1	8.5	9.5
S 18	2	10	8.5
S 19	2	10	10
S 20	5	10	9.5
S 21	2	9	10
S 22	6.5	8	9
S 23	2	10	10

DISCUSSION

Before the teaching and learning process was undertaken, the writer finished the pre-test. Twenty Students followed. The writer presented 15 questions in the test. The writer gave 35 minutes to the Students to do the pre-test, but some consumed more time than anticipated. To complete the pre-test, it took the majority of the Students about 40 minutes. It arose, possibly because they felt the test was too complicated for them. The writer has noted in this analysis how the implementation of the test in every meeting, running in order or not.

It was important to get the Students' attention when delivering the story before the story began. Until the end of the story, make sure they continue to listen and keep focused. Say the story out loud, in order for all Students to hear it. It was important to handle the voice in such a manner that it was not too loud. There should be an acceptable presentation of a

story. For a plot like that. The researcher included some information at the outset, such as "Once upon a time there was born to a queen and king and she called Snow White" as the introduction. The presentation began by describing the time. After the description was said, it was then continued as the main story by saying the body or material. The protagonist told the high point of the tale as a conclusion, since he had told the substance of the story. The ending was told and all that happened in the story. In the end, the researcher offered the conclusion of what happened in the story from start to finish.

Short stories for children were the stories included in this research. In neither of these stories are there humorous elements. But that didn't imply that to create a friendly learning setting, the writer was unable to add any humor. Come on, make your story funny, but not stupid. This made the Students enjoy the story while listening. When telling a story, it is important to maintain eye contact with the Students.

THE APPLICATION OF STORYTELLING

In vocabulary instruction, there are two parts, according to Seal (1991). Unplanned teaching of vocabulary and planned vocabulary teaching. In this study the application of Unplanned teaching methods was in the form of pre-test and the application of planned in the form of post-test and final post-test. This research starts from December 9th 2020, on Wednesday - January 12nd 2021 on Saturday.

In this research has been explained that the researcher took 3 meetings in doing the research. It is defined as follows:

1. The writer told the Students at the first meeting that the researchers would teach them English. After the writer presented the clarification, the researcher told the Students that some short stories and some English vocabulary tests would be offered to them. The investigator will also inform them that at the beginning and at the end of each meeting, the test will be issued. First of all, the first pre-test was given to the Students. When they're done the pre-test and collected the test, they were told the first short story entitled Snow White.
2. The writer then read the first story, asked about the story to see whether they remembered the story or not, and then give them the first story post-test.
3. The writer recounted the story at the last meeting and provided them with a final post-test.

According to Collins (2005:13), oral communication is a good means of controlling. Staring in the eyes at a kid tells them, Other kids may be interested in the plot as characters. To make the character real, they used

their creativity. It helped the kids appreciate the story better. The use of body language and movements will also help Students understand what the character says and does. In order to play out the character, the writer becomes involved, so the Students followed it. The writer has to review the narrative after the story has been written. It was achieved by asking the Students questions about the previously told plot. From the beginning to the end, the writer told the Students to say what happened in the story. It showed whether the Students grasped the story or not by analyzing the story.

THE ANALYSIS OF PRE-TESTS

1. The analysis of first test

On Wednesday, December 9th 2020, the first pre-test was given. There were 10 multiple choice questions and 5 questions on numbering the words in the proper order in the first pre-test. The first pre-test cumulative score was 4.3.

The explanation of the table is as follows:

$$A = \frac{\sum X}{N}$$

$$\begin{aligned} \text{The average of Students' first pre-test} &= \frac{100}{23} \\ &= 4.3 \end{aligned}$$

The first pre-test result was 4.3. "Low" can be classified. There were five Students who achieved a ranking of 5 to 7. The lowest ranking of 1 to 1.5 was obtained by 3 pupils. The score scale for the other Students is 2 to 4.5. In this situation, the Students were assumed to be less conscious of the importance of the issue.

THE ANALYSIS OF POST-TESTS

1. The analysis of first post-test

All the post-tests given to the Students were the comparable questions contained in the pre-tests. The position of the questions just made the difference. And they were randomly placed. It was released for the first post evaluation on Wednesday 16th December 2020. Before the post test was carried out, the writer evaluated the first story. Since they already knew the test based on the previous pre-test, the writer saw that they did not face any problems when performing the test. The Students spent 25 minutes doing this assessment. It was 5 minutes quicker than the specified time. The first post-test outcome can be seen on the explanation of the first post-test is as follows:



$$A = \frac{\sum X}{N}$$

$$\begin{aligned} \text{The average of Students' first post-test} &= \frac{202}{23} \\ &= 8.7 \end{aligned}$$

The mean score of the first post-test was 8.7 and it was classified as "good" category. Nearly all Students ranked below or equal to 10. The Students also had a minor difficulty with this exam since the vocabulary used in the test can be classified as fresh words for them. The tale of Snow white was not that familiar to them. The tale was only revealed to those of them. Only some of them knew the story. They spent time in accordance with the specified time. It was because they took the time to remember the story.

2. The Analysis of Final Post-Test

In the previous exams, a final post-test consisting of the entire vocabulary was given after all the pre-tests and post-tests were completed. The final post-test questions were the composite of the entire tests and stories that were learned. All the questions in this test included 15 multiple choice questions. On Saturday, 12 January 2021, the evaluation was carried out. To perform the analysis, it was the researcher's final meeting. Since the Students have passed their last post-test, the learners did the test. They covered all the stories back then and proceeded to do the final post-test. The final outcome of the final post-test is shown in the table on the explanation of the table is as follows:

$$A = \frac{\sum X}{N}$$

$$\begin{aligned} \text{The average of Students' second post-test} &= \frac{214}{23} \\ &= 9.3 \end{aligned}$$

The final average score for the post test was 9.3. This was the highest average compared to all the previous research. The score qualification for this final post-test was "very good". From the analysis above, it can be seen that all the Students had an improvement. The pre-test score that they earned was very low. The Students received a substantial score after the writer used the narrative approach to teach vocabulary. They reached the higher score in the post-test and the highest score in the final post-test.

The final outcome table of the tests on this table 1 shows that the Students' vocabulary mastery has increased. They represented in each conference the differing results of their grades. From the table, it can be seen that the first pre-test observations were much lower than the last results of the post-test. Progress from the first pre-test to the last post-test has been seen with the following formula in percentages:

The explanation of the table is as follows:

$$\begin{aligned} \text{Percentage of increase score} &= \frac{(9.3- 4.3)}{4.3} \times 100 \% \\ &= 116.27\% \end{aligned}$$

This finding revealed that they appreciated the transition. The writer said in chapter three that a 50 percent raise can be classified as a good outcome. The percentage boost score from this outcome was 116.27 percent. It meant that the result was better than anticipated. From the beginning, they have shared their interest in learning English through this approach.

It can be shown that if Students are taught using the storytelling technique, they can improve their language skills, it showed that one of some ways to apply the storytelling approach in the classroom is useful. So, the teacher can use this method to be adapted in teaching English.

The final result of all the tests can be seen in the table below:

Table 2 The Final Result of the test

Students Number	TEST-I		FINAL
	Pre-test	Post-test	POST-TEST
S 1	3.5	9	10
S 2	3	8.5	9.5
S 3	5.5	8	8.5
S 4	5.5	9	9
S 5	7	6.5	8
S 6	7	7	10
S 7	3.5	7.5	9
S 8	3	9	10
S 9	5	10	9.5
S 10	3.5	9.5	10
S 11	5	9	10
S 12	5.5	9.5	9
S 13	8	8.5	9.5
S 14	2	8	8.5

S 15	6	9	8
S 16	6.5	8.5	8
S 17	1	8.5	9.5
S 18	2	10	10
S 19	2	10	9
S 20	5	10	9.5
S 21	2	9	10
S 22	6.5	8	9.5
S 23	2	10	10
Total	100	202	214
Mean	4.3	8.7	9.3

CONCLUSION

Vocabulary is a vital thing for kids to learn early in their education. Young learners would be inspired to master the four English talents. Vocabulary awareness affects their capacity, especially when they learn a foreign language. Vocabulary mastery may assist them in communicating to other people while they talk, learn, write, and translate the meaning. There are also ways to teach words in English which can be used. In this analysis, the writer used narrative as a way of including the lesson of vocabulary. It was done by letting them listen to the storyline first, and then showing them the pre-tests and post-tests. From the result of pre-tests and post-tests, it can be concluded that the use of storytelling in vocabulary teaching is an important instrument because it could improve the Students' vocabulary mastery. This can be seen from the success of the average ranking, which was just 4.3 in pre-testing. The latter rose to 8.7 in the post-tests. It also improved to 9.3 in the final post-test.

The outcome showed that the Students' improvement was 116.27 percent from the first pre-test to the final post-test. It was regarded as a good result. This score indicates that the use of English teaching and the role of storytelling are related. It can also show that Students who take the pre-test without any planning (unplanned teaching) get lower grades, while Students who take the post-test with preparation for the role of storytelling get a good score.

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