

**INCREASING VOCABULARY MASTERY THROUGH
STORYTELLING FOR THE FIFTH YEAR STUDENT OF
SD NEGERI 1 GONDANG IN 2011/2012 ACADEMIC YEAR**



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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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APPROVAL

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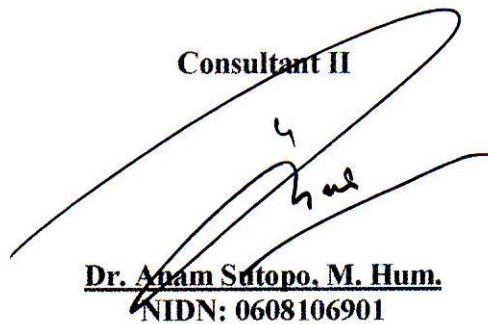
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**INCREASING VOCABULARY MASTERY
THROUGH STORYTELLING FOR THE FIFTH YEAR STUDENTS
OF SD NEGERI 1 GONDANGIN 2011/2012 ACADEMIC YEAR**

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ABSTRACT

This research paper is intended at increasing vocabulary mastery for the fifth year students of SD Negeri 1 Gondang and describing the implementation of teaching vocabulary by storytelling to increase vocabulary mastery for the fifth year students of SD Negeri 1 Gondang. The writer taught vocabulary using storytelling. There were two cycle of action, each cycle consisted of planning, implementing, observing, and reflecting. The writer focuses the English teaching-learning process on the fifth year student of SD Negeri 1 Gondang in 2011/2012 academic year. In this research, the data are derived from event, respondent, and document. There are three methods of collecting data namely: test, observation, and interview. To find the significant difference between the students' achievement before and after action, she used the nonindependent t-test. The result of the study show that the t-observation is always greater than the t-table in degrees of N-1 and level of significance 0,05. It means that there is a significant difference of students' achievement before after action. So, it can be conclude that teaching vocabulary though storytelling can increase the students' vocabulary mastery.

Key words: descriptive study, vocabulary mastery

A. Introduction

As a foreign language in Indonesia, English is seriously learned by many people to have a good prospect to be the community of international world. It can be seen that English is taught from elementary school, up to the higher education. Nowadays in line with the Indonesian government's plan to the nine-year basic education, English teaching at elementary school has been possible based on the 1994 curriculum of elementary school. English in elementary school is not a compulsory subject instead it is just a local content and taught from the fourth grade (Depdikbud, 1994: 69). The goal of learning a foreign language is to learn how to communicate by using the target language orally and in written form (Depdikbud, 1995: 2). So, after learning English the students should be able to communicate in English orally and in written form. In addition, students at this level have language competence like reading, listening, speaking, and writing in simple form based on their interest with vocabulary mastery approximately 500 words (Depdikbud, 2001: 1). This implies that the students are expected to master vocabulary. They should know the meaning of the words and could pronounce them well. Vocabulary cannot be separated from other elements of English in teaching-learning process in elementary school because vocabulary influences the ability of students in study English.

Related to the number of vocabulary items, which have to be mastered, it is indicated that there is a difference between those needed to production skill in foreign language especially in writing and those needed for recognition skill, particularly reading and listening. Lado (1995: 117) states that it is possible to guess that a speaking vocabulary 2000 word like that of general service list of English words is an adequate minimum number for the purpose of basic communication for reading. However, vocabulary for writing and listening should be better if getting 2000 up to 4000. It is realized that in the production level, the students can select any phrase within the range of

vocabulary that they do not know.

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.

Learning vocabulary is important because people are able to speak, write, and listen nicely we have to know vocabulary first. Vocabulary is very important to be learned because people cannot convey something in communication if they do not master vocabulary. In learning vocabulary, learner have to know the meaning of it and also understand and can use it in sentence context. The mastery of vocabulary cannot sometimes be reached optimal. It is needed by each language skill. By mastering vocabulary well, students can apply their vocabulary at four language skills.

Based on the background of the study, the writer states the research problem as the following:

1. Can storytelling increase the students' vocabulary mastery for the fifth year students of SD Negeri 1 Gondang in 2011/2012 academic year?
2. How is implementation of teaching vocabulary using storytelling for the fifth year students of SD Negeri 1 Gondang 2011/2012 in academic year?
3. What is the strength and weakness teaching vocabulary using storytelling for the fifth year students of SD Negeri 1 Gondang in 2011/2012 academic year?

The writer finds other studies conducted the study on descriptive study by the other researchers. First is entitled *Teaching Vocabulary Using Cartoon Films (An Action Research in the Fifth Year Students of SD Muhammadiyah Palur in Academic Year 2003/2004)* which was done by Wahyuti (2004). She took the vocabulary from Disney's Magic English volume 9, 10, and 12 which are appropriate with the material presented in the curriculum.

The second is Rahayu (2005), in her research paper, *The Implementation of Direct Method in the Vocabulary Mastery of Students in Elementary School (A Case Study in SDIT Nur Hidayah Kerten Surakarta 2004/2005)*. She focused on the implementation of direct method. The method faced by the student at the sixth year in SDIT Nur Hidayah Kerten Surakarta.

In this research, the writer will analyze use interactive model analysis (Miles and Huberman (1994) in *Tim Pelatihan Proyek PGM, 199: 43*) which consists of three activities, that is reducing data, explaining data, and drawing conclusion. The writer in considering the problem and methods which are suitable in increasing vocabulary mastery through storytelling for the fifth year students.

The objectives of the study are to know and implementation of teaching vocabulary using storytelling for the fifth year students of SD Negeri 1 Gondang in 2011/2012 academic year. To gain a better understanding, the writer focuses on the formulation of the study as follow:

1. To increase the students' vocabulary mastery at the fifth year students of SD Negeri 1 Gondang in 2011/2012 academic year by using storytelling.
2. To describe the implementation of storytelling on teaching vocabulary to the fifth year students of SD Negeri 1 Gondang in 2011/2012 academic year.
3. To describe the strength and weakness of teaching vocabulary by using storytelling in teaching vocabulary mastery for the fifth year of SD Negeri 1 Gondang in 2011/2012 academic year.

To know the materials of increasing vocabulary using storytelling for fifth year students of SD Negeri 1 Gondang.

B. Research Method

In this chapter, the writer presents the points of research method, namely: (a) type of research, (b) subject of the study, (c) object of the study, (d) method of collecting data, (e) technique of analyzing data.

The research method used in this study was qualitative data. To according to Miles and Huberman (1994: 1) they stated that qualitative data, usually in the form of words rather than numbers, have always been staple of some fields in the social science, notably anthropology, history, and political science. It involved essences of people, objects, and situation Berg (1989) in Miles and Huberman, (1994: 9).

In this case, the writer used descriptive method to describe the implementation of teaching vocabulary by storytelling to increase vocabulary mastery for the fifth year students of SD Negeri 1 Gondang by: (1) checking the objective of increasing vocabulary mastery through storytelling for the fifth students of SD Negeri 1 Gondang: (2) classifying the technique of implementing of teaching vocabulary.

They are tree methods in collecting data this classroom action research, the researchers are using test, observation, and interview to collect the data.

1. Test

Test is utilized as an instrument of collecting the data. Test method is a way of obtaining the data, giving a number of items to be done by the testes. Test itself is defined as series of questions or exercise that is used to measure skill, knowledge, intelligence, ability and aptitude owned by an individual or a group (Arikunto, 1972:123).

There are two kind of test, objective and essay test. In this study the

writer conducts an essay test. It is in from answering question based on the text.

2. Observation

Observation is an activity in a certain situation to get the data. Firstly, the researcher visited SD Negeri 1 Gondang and met the headmaster and asked her permission to do the action research. After getting permission from the headmaster, she met English teacher to discuss the action research that would be done. Then, she did the observation at the fifth students of SD Negeri 1 Gondang about process of increasing vocabulary mastery by using storytelling. The researcher, during the increasing vocabulary process, teaches the student.

3. Interview

Interview is dialogue done by interviewer to get information from interviewee (Arikunto, 1998: 145). It was conducted by asking the students and teacher about English teaching-learning process. She interviewed some of the fifth year students of SD Negeri 1 Gondang in 2011/2012 academic year. The researcher prepares some questions for interview that answered by the respondent.

C. Research Finding and Discussion

1. Research Finding

In this research, the researcher and the English teacher tried to use a media as an aid to teach English, namely, teaching vocabulary by using storytelling. In every action, they wrote a lesson plan. While the topics used in this research are daily activities, holiday activities, illness, weather, profession, and food. To measure student's achievement in learning vocabulary, the researcher gave two kinds of test, namely written and oral test. The form of the written test used by the researcher were various such as arranging the letters and sentences, matching the words and choosing the best answer. It

contains 10 items and each item has one score. It was given to measure how far the students could remember the meaning of the words.

In teaching learning process, the researcher found the students' difficulties in learning vocabulary. She also found problems in every teaching action. When the problems were found in action one, the problems should be solved in action two, and so on. This research consisted of two cycles. Each cycle consisted of three meetings.

The descriptive of teaching learning process of increasing vocabulary mastery through storytelling for the fifth year student of SD N 1 Gondang in 2011/2012 academic year.

a. Planning

In this phase, the researcher did some observation to know the pre-condition before the classroom action research was done. After finding the facts that the students' vocabulary was low, the researcher and collaborator tried to increase the students' vocabulary mastery by choosing storytelling as teaching technique to teach English. Before teaching, she also prepared the material, which was taken from provincial curriculum and chose the most appropriate storytelling for each material.

b. Implementing

In implementing the phase, the researcher did the action by teaching the fifth grade students using storytelling. The researcher used storytelling as starting points to introduce new materials in teaching learning process. The aim of the implementing activity is giving solution to the students' difficulties. In this phase the researcher taught the lesson using storytelling in order to increase the students' vocabulary mastery while the collaborator sat down on the back row and observed all the activities during the action.

c. Observing

The observation was carried out by the researcher and the teacher as collaborator. They observed the teaching learning process by monitoring the students' activity in this action. She and her collaborator could see that most of students did not join the activities because they did not know what the researcher said. They still looked ashamed with the researcher especially the girls, they were ashamed and afraid when they were asked questions. The boys in the back row were noisy when she explained the lesson. There were four boys who always kept silent all the time. They were difficult to follow the story because the researcher read too fast. They were rather nervous when they repeated the researcher's sound. Some of them pronounced words incorrectly.

d. Reflecting

After analyzing the result of action in cycle one, the researcher can conclude that it is very important for her to review the storytelling because most of the students did not understand the meaning of the words. She should give more attention and keep approaching the students because there were four boys who always kept silent all the time. She should also read and told the story slowly in order that the students could follow the story. She should be careful with the students' pronunciation. She could ask the students three or four times to repeat the words. She should give support to them who did not repeat the researcher's sound. She should give the meaning of words or sound of when they did not understand.

2. Discussion

A classroom action research was held. In this research there were two cycles, cycle one and cycle two. The problems found in cycle one has been solved in cycle two. Based on the result of the action, there are some improvements as follows:

a. The quality of the teaching learning process in the classroom improves.

- b. The collaborative effort between the researcher and the collaborator can create various techniques, so that the students are interested in learning.
- c. The students can remember the meaning of the words easily.
- d. The students can pronounce words correctly.
- e. The students' motivation to learn is improving.
- f. The students are active in the teaching learning process.
- g. The students are able to improve their vocabulary mastery. It can be seen from the mean of written and oral test before and after the action. It was growing better in each meeting. It also can be seen from the significant difference between the score before and after action in the last cycle (the interpolation can be seen on appendix 7 on table 1.5 and 2.5). Afterward, substituting the data from table 1.5 and 2.5 into the nonindependent t-test formula with the df $N-1 = 41$ and with the level of significance 0,05, the t-observations are 9,17 in written test and 9,14 in oral test while the t-table is 2,021. It means that the t-observation is greater than the t-table.

D. Conclusion and Suggestion

1. Conclusion

Based on the result of the study the researcher concludes technique for teach-vocabulary can overcome the students' problems effectively. They can easily remember the new words and their meaning, can also pronounce words correctly, and their motivation to learn is improving. The result of the hypothesis testing showed that the observation is always greater than the t-table, in degrees of freedom $N-1 = 41$ and level of significance 0,05. It means that there is a significant difference of students' achievement before and after the action. From the explanation above, it can be concluded that storytelling is appropriate method in increasing vocabulary mastery of the students.

2. Suggestion

After carrying out the study and obtaining the conclusion of the study, some suggestions can be put forward as follows:

1. To the teacher

The teacher should learn how to enhance their ability in teaching English and to establish a good atmosphere in the class, so that the students feel at ease with their English class. She must also be creative to use various techniques in teaching vocabulary in order that the students are interested in the teaching learning process. It is better for the teacher to use storytelling as one of the techniques which can be used in teaching English in order to increase the students' vocabulary mastery.

2. To the students

Learning English as a foreign language is not difficult if the students have motivation to learn it. The students can study English through storytelling.

3. To other researcher

The result of the study can be used as an additional reference for further research with the different sample and occasion.

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