

**TEACHING VOCABULARY USING STORYTELLING TECHNIQUE  
AT THE EIGHTH GRADE OF SMP NEGERI 3 BUNGA MAYANG**

**(A Script)**

**By**

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## ABSTRACT

### TEACHING VOCABULARY USING STORYTELLING TECHNIQUE AT THE EIGHTH GRADE OF SMP NEGERI 3 BUNGA MAYANG

LINDA ISMAWATI

This research was intended to find out whether there was a statistically significant increase of students' vocabulary achievement before and after they were taught using storytelling and to find out the aspect of vocabulary that most improved after the students were taught using storytelling.

The research was quantitative research using one group pretest and posttest design to find out the difference of the students' vocabulary achievement after the students were taught through storytelling. The population of this research were the second grade students of SMP Negeri 3 Bunga Mayang in the first semester of 2017/2018 academic year. The sample of this research was the students in class VIII A consisting of 31 students who was selected by using simple random sample. The data were collected using pretest and posttest of vocabulary test. In order to analyze the result, Paired Sample T-test was used to test the hypothesis.

The result showed that there was a statistically significant increase of students' vocabulary achievement with the significant level ( $0.00 < 0.05$ ). It was proven by the increase of the students' mean score in the pretest is 47.13 and the students' mean score in the posttest is 73.90. It shows that the gain of students' achievement is 26.77. Besides, the hypothesis testing result is  $14.894 > 1.697$  which means that the null hypothesis is rejected. Meaning was the aspect of vocabulary that most improved than the other vocabulary aspects. 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*

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**A Script**

**Submitted in a Partial Fulfillment of  
the Requirements for S-1 Degree**

in

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**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
UNIVERSITY OF LAMPUNG  
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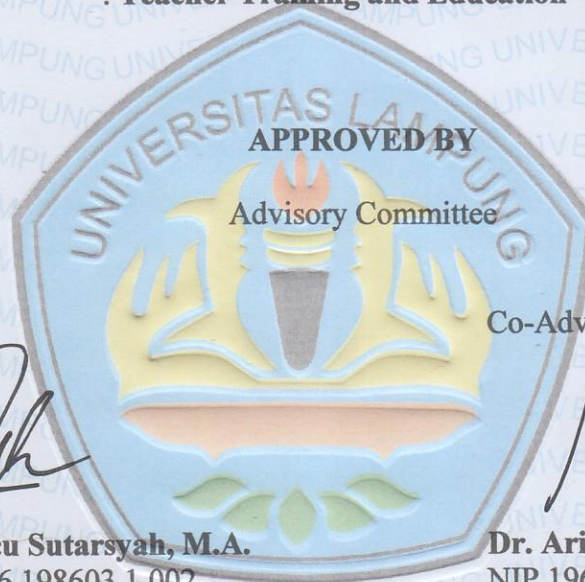
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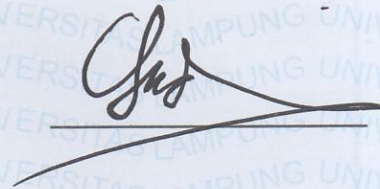
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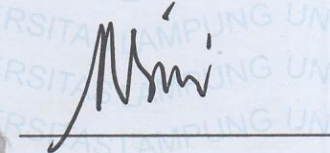
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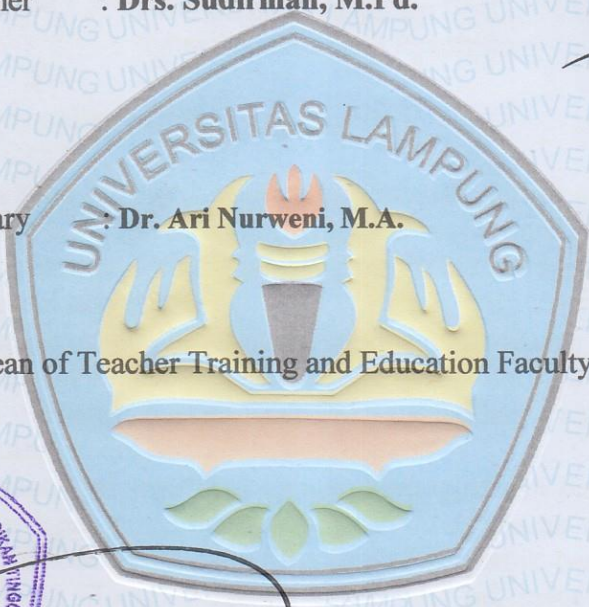
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## **CURRICULUM VITAE**

The writer's name is Linda Ismawati. She was born on May 20<sup>th</sup> in 1994, Kotabumi, North Lampung. She is the first child of two children. Her father's name is Suparlin and her mother's name is Istuti. She has a sister namely Lina Isdyawati.

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## **DEDICATION**

This paper is proudly dedicated to:

My beloved Parents, Suparlin and Istuti

My beloved Sister, Lina Isdyawati

My beloved Family

My beloved lecturers at the English Department

My beloved friends, and

My almamater, University of Lampung



## **MOTTO**

"Allah lays not on us as a burden greater than  
we have strength to bear"

(Al-Baqarah: 286)

"Those who patiently persevere will truly receive a reward  
without measurement!"

(QS. Az-Zumar, 39: 10)

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Finally, the writer believes that her writing is still not perfect. There may be weakness in this research. Thus, comments and suggestions are always opened for better research. Somehow, the writer hopes this research can give a positive contribution to the educational development, the readers, and those who want to accomplish further research.

Bandar Lampung, 07 Mei 2018

The writer,

Linda Ismawati

## TABLE OF CONTENTS

	Page
ABSTRACT .....	i
CURRICULUM VITAE .....	ii
DEDICATION .....	iii
MOTTO .....	iv
ACKNOWLEDGEMENTS .....	v
TABLE OF CONTENTS .....	viii
LIST OF TABLES .....	xi
LIST OF APPENDICES .....	xii
I. INTRODUCTION	
1.1. Background .....	1
1.2. Research Questions .....	6
1.3. Objectives .....	6
1.4. Uses .....	6
1.5. Scope .....	7
1.6. Definition of Terms .....	7
II. LITERATURE REVIEW	
2.1. Vocabulary .....	10
2.2. Vocabulary Mastery .....	12
2.3. Teaching Vocabulary .....	17
2.4. Storytelling .....	20

2.5. Storytelling in Teaching Vocabulary .....	21
2.6. Procedure of Teaching Vocabulary Through Storytelling .....	22
2.7. Advantage and Disadvantage Through Storytelling .....	24
2.8. Theoretical Assumption .....	25
2.9. Hypothesis .....	25

### III. METHODS

3.1. Design .....	26
3.2. Population and Sample .....	27
3.3. Instrument .....	28
3.3.1. Pret-test .....	28
3.3.2. Post-test.....	28
3.4. Data Collecting Procedure .....	28
3.5. Try out of Instrument .....	29
3.5.1. Validity .....	29
3.5.1.1. Content Validity.....	30
3.5.1.2. Construct Validity.....	31
3.5.2. Reliability.....	32
3.5.2.1. Level of Difficulty .....	33
3.5.2.2. Discrimination Power .....	34
3.6. Data Analysis .....	34
3.7. Hypothesis Testing.....	35

### IV. RESULT AND DISCUSSION

4.1.Result of the Research .....	36
4.1.1. Result of Tryout Test .....	36
4.1.2. Result of Pre-test.....	37
4.1.3. Result of Post test.....	38
4.1.4. Normality Test .....	39

4.1.5. Hypothesis Testing .....	40
4.2.The Difference of the Students' Vocabulary Achievement .....	42
4.3.The Improvement of Vocabulary Aspects .....	43
4.3.1. Increase of Content words .....	45
4.4.Discussion .....	47
V. CONCLUSIONS AND SUGGESTIONS	
5.1.Conclusions.....	53
5.2. Suggestions .....	54
REFERENCES .....	56
APPENDICES .....	60

## LIST OF TABLES

Table	Page
3.1. Table Specification of Content Validity Items.....	30
3.2. Table Specification of Test Items in Pre-Test and Post-Test.....	31
3.3. Table Specification of Construct Validity Items.....	32
4.1. Table Distribution of Students' Achievement Pre-test Score .....	37
4.2. Table Distribution Frequency of the Students' Pre-test Score.....	38
4.3. Table Distribution of Students' Achievement Post-test Score.....	39
4.4. Table Distribution Frequency of the Students' Post-test Score .....	39
4.5. Normality Test .....	40
4.6. Hypothesis Testing.....	41
4.7. Table of The Difference of Students' Vocabulary Achievement in Pretest and Posttest.....	42
4.8. Table Comparison of Types of Vocabulary Aspects .....	43
4.9. Table Distribution of Students' Score in Each Aspect Vocabulary Both in Pretest and Posttest.....	44
4.10. Table Comparison of Content Word in Vocabulary .....	45
Diagram	Page
Diagram 1. Gain Score of Vocabulary Aspects .....	43
Diagram 2. Gain Score of Content Word.....	46



## LIST OF APPENDICES

Appendices	Page
1. Research Schedule .....	61
2. Lesson Plan 1 .....	62
3. Lesson Plan 2 .....	67
4. Lesson Plan 3 .....	72
5. Tryout test of Vocabulary & Key Answer .....	77
6. Distribution of Students' Score Upper and Lower Students .....	84
7. Distribution of Students' Score Upper in Try Out.....	85
8. Distribution of Students' Score Lower in Try Out .....	86
9. Level of Difficulty and Discrimination Power of the Tryout Test.....	87
10. Reliability Analysis of Tryout.....	89
11. The Coefficient of Reliability of Try-Out Test .....	90
12. Pre-test of Vocabulary & Key Answer .....	91
13. Post test of vocabulary & Key Answer .....	99
14. Students' Score of Pre-test and Post-test .....	107
15. Result of Pre-Test .....	108
16. Result of Post-Test .....	109
17. Distribution of Students' Pre-Test Achievement in Aspects of Vocabulary .....	110
18. Distribution of Students' Post-Test Achievement in Aspects of Vocabulary .....	111

19. Distribution of Students' Pre-Test Achievement in Types of Vocabulary (Content word) .....	112
20. Distribution of Students' Post-Test Achievement in Types of Vocabulary (Content word) .....	113
21. Table Frequency of Pre-test .....	114
22. Table Frequency of Post-test.....	115
23. Normality Test of Pre-test and Post-test .....	116
24. Hypothesis Testing .....	117

## **1. INTRODUCTION**

This chapter discusses introduction of the research used in this study, including background, research questions, objectives, uses, scope and definition of terms.

### **1.1. Background**

Vocabulary is the basic material to build sentences. Vocabulary is the component of language for people to deliver their minds, ideas or feelings. Without vocabulary people cannot say anything, without vocabulary people cannot response what they listen. Sometime people want to say or give response from what they listen but some peoples feel confused and do not understand what they will say because their vocabulary is still low. We cannot speak the language well if we do not master it. 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. Wilkins in Thornburry (2002:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, vocabulary is one of the important elements in learning English.

Vocabulary takes an important role in equipping students to be able to communicate in English. In order to communicate effectively, we should know a number of vocabulary. There are four language skills that have been mastered by the students, namely listening, speaking, reading and writing. In listening, students' vocabulary influences their understanding toward teacher's speech, class discussion, and other speeches. In speaking, vocabulary facilitates the learners to

explain their ideas orally. In reading, students' vocabulary affects their ability to understand and comprehend a text. In addition, dealing with writing, it helps them to expand their ideas based on the topic sentence that they want. Hence, by having or knowing sufficient stock of words, they can communicate well. It can make them easier to understand reading material or passage and what the speaker says as well as to convey ideas or thought in English.

Vocabulary is emphasized as one of language aspects that are presented in the classroom during the process of language teaching. Teaching vocabulary is not only a 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. Vocabulary has complicated component that should be learnt such as pronunciation of the word, spelling of the word, meaning of the word, and the use of the word itself. In teaching-learning process, mastery of vocabulary is necessarily needed by the students to form sentences. Students should acquire an adequate number of words and should know how to use them accurately. The acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred in learning English. To achieve these aims, the learners are expected to master a large number of vocabularies.

Based on the Guidelines of SMP Curriculum (KTSP) of English, graduates of Junior High School have to increase their vocabulary by around 1.000 new words after finishing their study. The number of vocabulary will influence how well someone masters the language. Students who know the meaning of most of the words they hear and read comprehend more than those who do not. Those students who already know most of the words they are exposed to will not only be able to understand more but also can use the understanding to acquire new knowledge and the vocabulary to represent that knowledge (Spencer and

Guillaume, 2006). Without an extensive vocabulary, learners will not be able to use the structures and functions of language. This is because students' vocabulary is generally considered as an important part, both in the process of learning a language or developing their abilities in a language. It is impossible for students to be able to master listening, speaking, reading, writing, without adequate mastery of vocabulary.

Based on the writer's preliminary research at SMPN 3 Bunga Mayang, she met some problems both from the teachers and from the students. Firstly, it was found that the students have problems with the language skills mastery due to a lack of vocabulary. The students felt reluctant to follow the teaching learning process of English because they got difficulties in grasping and memorizing the meaning of the words. It was proven when the English subject was delivered in the class, the students were confused and only kept quiet, they did not give any responses. Besides, in doing the assignment, the students did not do anything when their teacher told the instruction in English and asked the teacher to translate the meaning into their language. Here, the researcher also found some psychological barriers from the students. They are shy and afraid to ask the teacher if they found a difficulty. They did not have self-confidence in answering the questions. These problems might give a great influence to their learning process.

Secondly, the other reason that causes the students' failure was the teacher's teaching method. The teacher did not use various methods and techniques when teaching the English subject in the classroom. Those made the students get bored and they felt that the teaching method did not give more chances to them to internalize the words in their memory. The conventional method was usually used by looking for difficult words and found the meaning in the dictionary. Students were supposed to memorize the list of vocabulary without training them well in developing their vocabularies. Therefore, the classroom situation in learning

vocabulary showed that the atmosphere was not alive, with the teacher domination of teaching vocabulary. The students showed low participation in using vocabulary.

Teaching vocabulary is better when the teacher pays attention much in learning process. The teacher should consider the appropriate method and suitable techniques to achieve the goal. Allen and Vallete (1997:57) states that teaching vocabulary can be meaningful if the teacher conducts the teaching process by combining the available techniques of 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. The aims of using various ways and teaching strategies are making the students to understand the lesson easily and remember what they learned without any pressure since the students enjoy the activities in learning vocabulary.

Referring to the statements above, the use of alternative activity is needed, and storytelling is one of the activities that can be used in teaching vocabulary to the 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". 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.

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."

The researcher reviewed a previous research to find out what had been studied by the other researcher. First was research which was conducted by Kurniawan (2014). It focused on the implementation 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.

A second action research study was conducted by Rahmania (2014) at SD Negeri 03 Kemiling Permai Bandar Lampung with the third year students. She wanted to improve students' ability in reading and their performance in the classroom by using storytelling. The result of her research was that storytelling was proven to improve the interest of children to read and good performance of the teacher during teaching learning process.

Based on the explanation above, the researcher assumes that creating activities using story can keep the forms of the word and meanings of the word in their mind directly and can stand longer. This research focuses on using the storytelling technique in teaching vocabulary to students in the Eighth Grade at SMPN 3 Bunga Mayang. The purpose of this research was to find out the significant improvement of the students' vocabulary mastery using storytelling and what aspect of vocabulary significantly improves after they are taught by this technique.

## **1.2. Research Questions**

The research problems was formulated as follows:

1. Is there any significant difference between students' vocabulary achievement before and after they are taught using storytelling at the eighth grade students of SMPN 3 Bunga Mayang?
2. Which aspect of students' vocabulary most improves after they are taught using storytelling?

## **1.3. Objectives**

This research aimed at achieving the objectives as follows:

1. To find out significant difference between students' vocabulary achievement before and after they are taught using storytelling at the eighth grade students of SMPN 3 Bunga Mayang.
2. To find out which aspect of students' vocabulary most improves after they are taught using storytelling.

## **1.4. Uses**

The uses of this research will contribute to the following aspects:

### **1. Theoretically**

The result of this research may contribute useful information for future research regarding the implementation of storytelling.

### **2. Practically**

The result of this research can be used as an overview to the readers, English teachers, and other practitioners about the students' vocabulary mastery after being taught using storytelling and the process of the implementation in the



classroom to be taken into consideration to develop interactive teaching learning process.

### **1.5. Scope**

This research focuses on examining whether or not storytelling improves students' vocabulary mastery. The students' achievement in learning vocabulary is tested using pre-test and post-test to know the students' achievement before and after they are given a treatment. There are some aspects of vocabulary which are tested such as pronunciation, spelling, meaning, and use. The vocabulary is focused on content word including noun, verb, adjective and adverb because these words are frequently used to communicate when the students learn a language, build a sentence which had meaning, and form a word. This research was conducted at the second grade of Junior High school because it was assumed that the story was appropriate for young learner in learning vocabulary.

### **1.6. Definition of Terms**

Definition of terms aims at avoid misunderstanding about the terms in the research. The definitions of terms are:

**Vocabulary** is a stock of words in a language. It is defined as a core component of language proficiency and it provides a basis for how well learners speak, read, listen, and write since it is the fundamental principle in learning second language. Vocabulary can support the learners to learn other language elements and language skills to be proficient in foreign language conversation.

**Vocabulary Mastery** consists of knowledge and language performance. It is the ability to comprehend words; comprehension includes the ability to know the

meaning of the words, to memorize the words better, to pronounce the words correctly, and use the words in context.

**Vocabulary Achievement** defines as the students' score which are gained in the teaching learning process to measure the students' skill in recognizing, understanding, acquiring and applying English vocabulary.

**Teaching English Vocabulary** is an activity between teachers and students to give some knowledge in order to make the students understand the meaning of word in different language and use it in appropriate context by using some kind of techniques during teaching- learning process.

**Storytelling** is a simple presentation of a story that conveying of events in words or images through voice and gestures to students. The topics of the story is made by the writer himself based on the English textbook used in the eighth grade of junior high school.

**Story** is the way people communicate their experience, the way they understand the experience of others, the way they express their imaginations, and the way they make sense of the world and their own position within it.

**Improvement** is a progress which show difference between the students' mean score in pre-test and in post-test.

## **II. LITERATURE REVIEW**

This chapter discusses things related to review of previous research and review of literature. The discussion is presented under the following sub headings: vocabulary, vocabulary mastery, teaching vocabulary, storytelling, storytelling in teaching vocabulary, procedures of storytelling in teaching vocabulary, advantages and disadvantages, theoretical assumption, and hypothesis.

### **Review of Previous Research**

Storytelling is known as one of teaching techniques to motivate the students in learning vocabulary. Story telling is a perfect strategies which gives an opportunity for children to enjoy learning English by providing creative, suitable, and interesting materials. This research is supported by another previous research. One was a quantitative research by Kurniawan (2014) which focuses the research on the implementing storytelling to improve the students' vocabulary mastery at Bunga Mayang Islamic Kindergarten School. It has been found that the students who were taught by storytelling got better achievement than the students who were taught by conventional technique.

Another research was conducted by Rahmania (2014) which is titled improving students' reading comprehension through storytelling at the third year of SD Negeri 03 Kemiling Permai Bandar Lampung. The result showed that the use of storytelling was effective in teaching learning of reading. In this research, storytelling can improve the elementary students' reading comprehension significantly better.

Based on the previous researches above, the researchers mostly said that there is a positive effect using storytelling as a technique of learning language skill both reading comprehension and vocabulary mastery. The English lesson is more interesting to be learnt by the students because they enjoy listen the story in the classroom. In this research, the researcher conducts for teaching vocabulary through storytelling in the level of Junior High School in order to gain the different result in each level education started from early school up to this level. Storytelling is suggested as a teaching technique that will facilitate the students in getting better of vocabulary mastery.

### **2.1. Vocabulary**

Vocabulary is one of language aspects which occurs the grammar, morphology and phonology. It is a list of words which are used to build the language, which make a language meaningful. As Cameron (2001:72) states, "Building up a useful vocabulary is central to the learning of a foreign language at primary level". It becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. Therefore, the students should have to obtain vocabulary mastery. Vocabulary is the total number of words that are needed for communicating ideas and expressing the speakers' meaning (Alqahtani, 2015).

Vocabulary is a central of language to support the speaker's interaction in communication. According to Barnhart (2008: 697) vocabulary is a stock of words used by person, class of people, profession, etc. which has connected with language function as media of communication. In line with that, Hanson and Padua (2011) say vocabulary refers to words we use to communicate in oral and print language. Without sufficient vocabulary, people cannot communicate effectively or express his ideas in both oral and written form. Moreover, the

language learners have to concern in acquiring more vocabulary in target language as many as possible to master language skills.

In addition, learning a language cannot be separated from learning its vocabulary. Stahl (2005) defines that vocabulary is the knowledge of words and words meanings puts vocabulary knowledge as the knowledge of a word not only implies a definition, but also implies how that word fits into the context". Vocabulary knowledge plays an important role in language learning. By mastering a great number of the vocabulary, the students are expected to be able to understand the meaning of the words, the uses of the words in sentence, and to use the words flexibly in the social interaction. Hence, vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary impedes successful communication

There are some types of vocabulary. Hatch and Brown (2001) classify vocabulary into two types, namely, content words and functional words.

#### 1. Content words

Content words represent the name of subject or things that is nouns; action down by with those things, which is verbs; qualities of things, which is adjectives; and the indication such meanings as frequency, degree, manner and place, which is adverbs.

#### 2. Functional words

Functional words are those words which are used as a means of expressing relation of grammar or structure, such as conjunction, article, and auxiliaries.

According to the theory above, it can be concluded that vocabulary is a basic element of language that enables people to convey meaning and communicate with each other in a particular language. It plays an important role in mastering

four language skills in English such as reading, speaking, listening and writing. If we cannot master a sufficient amount of vocabulary, there will be difficult in comprehending the text and in expressing ideas in speaking and writing. In this research, the material of teaching English vocabulary will be taken from the content words namely, noun, adjective, adverb, and verb because content word is often use in a daily conversation.

## **2.2. Vocabulary Mastery**

According to Thornbury (2002:1) all languages have words, language emerges first as word. Vocabulary learning is considered as a matter of memorizing long lists of English words as the target language. However, when we look more closely at vocabulary, it is not only a matter of knowing the meaning of words but also learners need to know more about the words that are acquired when they use the words in their speech or writing. The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

Meanwhile vocabulary mastery has always been an essential part of English. It constitutes an essential thing that students have in order to be able to listen, read, write and speak. Richards (2002:255) emphasizes, vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. The definition is supported by Procter (2001: p. 953) mastery is learning or understanding something completely and having no difficulty in using it. The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It implies that vocabulary mastery is the competence or complete knowledge of a list or set of words that make up a language which might be used by students. If we learn more vocabulary, our language skill will improve.

To make the discussion clearer, vocabulary mastery is considered as the ability which consists of knowledge and language performance in learning English. It is the ability to comprehend words; comprehension includes the ability to know the meaning of words, to memorize words better, to pronounce the words correctly, and to use the words in context. Therefore, it is more than just knowing the words but also must be able to perform the words to know the learners' communication needs. The detail of vocabulary can be concluded as "knowing words". Nation (2001:27) states 'knowing a word' involves a number of aspects that have to be discussed in vocabulary mastery as follows:

### **1. Meaning**

Nation (2001) states that meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. Knowing the meaning of some words does not merely know its translation in different language. For example: *good morning*. The students not only know that *good morning* is *selamat pagi* but they can greet someone in the morning using *good morning*.

To understand a word fully, learners must know not only what it refers to, but also when the boundaries are that separate it from words of related meaning. There are various such relationship (Gairns & Redman, 2004:13):

#### **a) Synonym**

The term synonymy derives from Greek: syn- + -nymy. The two parts mean "same and name". Synonymy deals with sameness of meaning or nearly the same, more than one word having the same meaning, alternatively the same meaning

being expressed by more than one word. For example, bright may regard as synonym of clever; and smart may serve as synonym of intelligent.

### **b) Antonym**

The term antonym derives from Greek, “ant- and - nymy”. the two parts mean “opposite + name”. Antonymy deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register. For example: sharp/blunt, rude/polite, flexible/rigid, generous/stingy and etc.

A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

### **a) Denotation**

Denotation is conceptual meaning and dictionary meaning. The meaning of a word is primarily what it refers to in the real world. This is often the sort of definition that is given in a dictionary. Denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge. For example, dog denotes a kind of animal; more specifically, common, domestic carnivorous mammal; and both dank and moist mean slightly wet.

### **b) Connotation**

Connotation is more complicated than denotation. Connotation is the feeling and emotion associated with a meaning including the association, or positive or negative feeling which may or may not be indicated in a dictionary definition. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is feeling and emotion that occurs within a word. The



word dog, for example, as understood by most British people, has positive connotation of friendship and loyalty.

## **2. Use**

The use words is an ability to use or to apply the words either in spoken or written. According to Nation (2001:1), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc), and giving a well known opposite or a well known word describing the group or lexical set it fits into. For example: a student says, “*jump to the left*” when the teacher says “*jump*”. In another occasion, the student says: “*jump to the chair*”. In this case, of course the student has already understood how to use the word *jump* in different contexts.

## **3. Form**

Here, the mastery of vocabulary involves knowing how to say a word and spell the word. It is very important for students to know what a word sound is like (pronunciation) and what the word looks like (spelling). In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned. Therefore, the teacher should teach how pronounce the words and spell the words clearly. Whereas the students should say the word correctly and students should write the words when they said them.

### **a) Pronunciation**

Pronunciation is study about the sound of word or how to pronounce the word. It is very crucial to master the vocabulary because there are some vocabularies that

have almost similar pronunciation but different meanings. As Hewings (2004:3) defines pronunciation of a language is the main components of speech which combine together. In addition, Wehmeier (2003:1057) summarizes that pronunciation is the way in which a particular person pronounces the word of a language. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning). Student need to hear a new word early in order they can notice the sound at the beginning and at the end, the stress pattern of the word. Thus students should be able to distinguish the slightly different words such as, *tree* and *three*. They have to know how to pronounce can be understood from pronouncing the words correctly.

#### **b) Spelling**

Spelling means that the students need to know the letters and syllables that make up the word. Based on Wehmeier (2003:1293) argues “Spelling is the act of forming words correctly from individual letter or the way that a word is spelt.” Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation. Meanwhile, Reed (2012) says the primary means of spelling is actually memorizing words. These are fairly obvious characteristics and the words will be perceived by the learners when encountering the items for the first time. The students must be able to spell the words. It will be difficult thing when the words are similar to the others. For example: *sea* and *see*. Usually, it is tightly connected with knowing of words. When students understand the word, they will be able to indicate whether to spell *sea* or *see*.

From the definitions above, it deals with how to receive and produce the language. Vocabulary knowledge and fundamental process means that learners are able to memorize the words and pronounce them appropriately. Students’

vocabulary mastery are influenced by knowing what a particular word means, use of the words itself, knowing how the word is sounded and how the word is spelled.

### **2.3. Teaching Vocabulary**

Teaching vocabulary is a process or a unit of ways to make students learn or acquire vocabulary that is presented by the teacher. Brown (2000:7) says that teaching is defined as showing or helping someone to learn to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. In language learning, vocabulary takes place in building the language proficiency. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, they will get the better skill that can be reached in using language. From the explanation above, it can be concluded that learning vocabulary is important as the basic need to encounter a new language.

Teaching vocabulary is an important way to make the students increasing vocabulary knowledge. Nation (2005) states that deliberately, teaching vocabulary is one of the least efficient ways of developing learners' vocabulary knowledge but nonetheless it is an important part of a well-balanced vocabulary program. However, vocabulary is one of language competence, which enhances the skill in language. Thornbury (2002:12) argues words or vocabulary is the element that has much close relationship with the other elements and skills. In addition, Schaefer (2002) states that good vocabulary teaching is the creation of context in which students constantly use relevant vocabulary in their reading, listening, writing, and speaking. It aims for developing students' knowledge in order to be able to communicate.

Teaching vocabulary not only deals with presenting new words; it requires the students' ability to understand the words and to use the words correctly. The teachers sometime think that the teaching vocabulary is simple. They just gives some new words, exercises, asks the students to remember the words and then gives them a test. On the other side, Wallace (1982: 144) says that "learning vocabulary is a complex process which requires the ability to recognize the words, remember them, and to pronounce, spell and use them correctly". He emphasizes that learning vocabulary is not an activity to know lists of words and to memorize the words without understanding it. In teaching vocabulary, the teachers should provide vocabulary that the students can grasp the meaning of the words in both written and spoken forms. When the teacher teaches vocabulary he or she should make the students understand not only the meaning of vocabulary itself, but also how to use it in appropriate sentences. Thus the students take for granted in the meaning of the words must be taught in the context.

Diamond and Gutlohn (2006) state that if we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest. There are various ways of teaching vocabulary, but there is no single "best" way for teaching vocabulary. It is because every way or technique used in teaching vocabulary has its own specific strong points. On the other hand, it also has a weakness. Therefore, it is teachers' task to find or choose a better technique that is suitable to students' condition.

Slaterry and Wilis (2003: 4) suggest some ways of teaching vocabulary to help the learners in learning new vocabulary as explained below.

1. Make learning English enjoyable and fun,
2. Be encouraging; make sure the students feel comfortable and not afraid to take part in the classroom,

3. Use a lot of gestures, action, pictures to demonstrate what you mean,
4. Talk a lot to them use English, especially about things they can see,
5. Play game, sing a song, and say rhymes and chants together,
6. Tell simple stories in English, using pictures and acting with different voices,
7. Do not worry when they use their mother tongue. You can answer a mother tongue question in English and sometimes recast in English what they say in their mother tongue,
8. Plan lesson with varied activities, some quite, some noisy, some sitting, some standing and moving.

However, teacher should also select the vocabulary considerately in preparing the vocabulary that will be used as the learning materials during teaching learning process. According to Nation (2005), there are four considerations that can be used to know about what kinds of vocabulary need to be taught to the students:

1. The word is very frequent and very important for the learners.
2. The word causes particular difficulty.
3. The word is needed for another activity, such as a game, a reading or listening exercise, a talk.
4. The word contains features of regular patterns. Knowledge of these patterns will help learners master other words easily.

Based on the explanation above, the researcher concludes some theories that the teaching vocabulary as one of the ways to developing the learner knowledge to produce a word by giving the meaning of the parts and the whole word about the target language. In teaching vocabulary, the teacher gives the students knowledge about vocabulary and how to use it in daily life. It is important since vocabulary as the basic foundation of the students' learning. Therefore, the teacher should make the students have high curiosity in learning new vocabulary by using enjoyable technique teaching.

## 2.4. Storytelling

Storytelling is one of the activities commonly used in language learning. It offers good atmosphere of interacting each other. According to Cameron (2001: 160), “Storytelling is an oral activity, and stories have the shape they do because they are designed to be listened to and, in many situations, participated in”. In addition, Gere (2002) defines storytelling as the act of using language and gesture in colorful ways to create scenes in a sequence. Based on those definitions, it can be inferred that storytelling is the sharing of ideas and experiences through words and actions to communicate and make meaning about our life and the other life. Storytelling has a power to create a sequence of events or story on the listeners’ mind and to facilitate the learners in reminding anything in the story for a longer time.

Barzaq (2009:15) considered storytelling as educational means because the story is about believable, memorable, and entertaining that depends on humans and their experience is considered as an authentic and credible source of knowledge. A story is defined as a narrative account of a real or imagined event or events. It is a structure of narrative with a specific style and a set of characters. Most of the learners have grown up in a learning context full of narrative stories, whether real or fictitious. Therefore, it can be said that story is the full sequence of events in a work of fiction as we imagine them to have taken place, in the order in which they would have occurred in life. Additionally, stories build blocks of knowledge and it is the foundation of memory and learning. It also connect people to the past, present and the future. The learners may share experience and learn from others' wisdom, beliefs and values in the storytelling.

Based on the explanation above, we can conclude that storytelling is retelling a literary text that has a sequence of events including the act of using voice and

body language to communicate the text from one person to others in colorful ways to create scenes. The student can have a mental participation or active perception that enables her/ him to enter the story, identify its characters and actively participate in all its events. Learners may be moved by a story and thus change beliefs, attitudes, and behaviours after hearing or reading a story.

### **2.5. Storytelling in Teaching Vocabulary**

Storytelling offers good benefit to be used in teaching-learning process. As stated by Ariestawati (2011), storytelling is an excellent teaching strategy because stories ignite students' interest, help students create vivid mental images and activate the thinking process. It allows children to create their imagination about new vocabulary they just hear and help them to come to the terms with their own feelings.

Storytelling is a teaching technique that can reach the emotional and affective realms of learners. Brown (2001) says that the use of storylines, familiar situations and characters and meaningful purposes in using the language will make attention and retention of the young learners improve. Reaching the learners' attention is the first step which is considered to be important in teaching learning process. In addition, it is believed that learners' retention will improve when they deal with attractive things.

Cameron (2001: 163) says, "Children will pick up words that they enjoy and, in this way, stories offer space for growth in vocabulary". In the enjoyable learning situation, learners will be highly motivated and high self confidence. Once the learners feel interested in the stories they will automatically want to understand them. In such condition, learners' affective filter is low and it enables them to grasp the language input that has been well-arranged affectively (Krashen, 1982).

From the statement above, it can be summarized that storytelling is helpful in teaching vocabulary because storytelling provides an enjoyable learning situation, motivates learners and grows learners' language awareness. The basic aim of stories are to entertain the readers or the listeners. It is explained that stories can have effects on a person's construction of knowledge and self. They help learners make sense of the world around them and the life they lead.

## **2.6. Procedures of Storytelling in Teaching Vocabulary**

Based on expert ideas, there are some procedures of using storytelling in teaching vocabulary. The steps of how to use storytelling proposed by the researcher according to Nichang (2008) as follows:

### **1. Pre-activity**

The following is the procedures of doing pre-activity:

- a. Warm up the children by doing some activities, for example, singing or chatting. etc.
- b. Introduce children to the topic by asking them questions or hiding something from the story. Try to link to children's experience.
- c. Create a situation by aids or by questions.
- d. Introduce the main characters by puppets, masks and pictures to attract and keep children's attention.
- e. Set a purpose for children, give them a reason to listen to the story.

### **2. Whilst-activity**

This is the main part of teaching. Teacher tells the story. While telling the story, we need to have some skills. The use of language and aids can help to support children's understanding.



1. We can make the most to use visual aids such as masks, big pictures, puppets, real objects, cut figures, etc.

2. The use of language also supports children's understanding.

The rules to tell the story in teaching vocabulary are explained as follows:

a. Voice

Appropriate intonation and stress, different voices of characters, different paces, and exaggeration can give children a deeper impression of the language in the story. This can help them pick up chunks.

b. Body language

To use enough body language can help to bring out the meaning of the story. The teacher's actions, gestures, facial expressions can create clear situations. While telling a story, we should make our movements simple and slow, a little bit exaggerated.

c. Pausing

It creates time for children to think and work out what happens at the point of the story.

d. Predicting

It can help to involve children in the story. They would try to work out meaning while they want to know the result.

3. Post-activity

Choose some suitable follow-up activities, related to the story, to check children's understanding, to give chance for children to try out or to practice the introduced language.

## **2.7. Advantages and Disadvantages of Storytelling**

There are the advantages and disadvantages of using storytelling in learning vocabulary. Storytelling can develop students' understanding about stories that they have learnt during learning activities. Davies (2007:5-7) concludes there are some advantages by using storytelling as an important strategy in teaching vocabulary as follows:

1. It helps in the development of students' ability to interpret and understand actions beyond their immediate experience.
2. It is a medium of shared experiences, social and interpersonal development.
3. It is the natural way to introduce students to the wonderful world of books and reading. This reading will enable them to create his/her own stories and learn how to communicate his/her thoughts individually and groups.

On the other hand, there are also disadvantages of using storytelling in teaching vocabulary as follows:

- 1) It makes teaching learning process is fulfilled by attracting student's interest to stories, all of them were active and made noisy. Sometimes they too much moved and spoke. That condition makes the teacher difficult to control them.
- 2) It can be time consuming activity if the teacher retell a story that deals with the material and related to students' personal experiences. So, the students get less attention in teaching learning process.
- 3) It is expanding on something that is not real. It could be in the sense of not being truthful.

## **2.8. Theoretical Assumption**

Referring to the explanation above vocabulary can be increased by using different teaching technique. Vocabulary has many components that should be mastered such as meaning, form, and the use of the word itself. However, the students who do not have a good number of vocabulary will be difficult to use and understand the language during listening, reading, speaking, and writing in learning process and interacting in society. To overcome this problem, teacher should consider how the learning of vocabulary can make the students enjoy and understand it.

One way to make learning of vocabulary interesting and enjoyable in order to achieve many words in their mind is by using storytelling. In performing this technique, the teacher gives much practice and repetition so that the students master the target words well. The students can learn the meaning from the clue while listening the story. Moreover, story is also essential for the development of young children's written vocabulary. Therefore, the researcher assumes that storytelling technique will increase the learners' vocabulary mastery. By telling a story, the students can be motivated to remember the new vocabulary in the story well.

## **2.9. Hypothesis**

In accordance with the theories and the theoretical assumption above, the hypothesis formulated by the researcher is that there is a significant difference between the students' vocabulary achievement before and after they are taught using storytelling at the eighth grade students of SMPN 3 Bunga Mayang.

### III. METHOD

This chapter discusses about research methods which consist of research design, population and sample, instruments, research procedure, try out of the instrument (validity, reliability, level of difficulty, and discrimination of power), data analysis, and hypothesis testing.

#### 3.1. Research Design

The research used quantitative research in order to find out whether there was the significant difference in students' vocabulary achievement before and after they were taught using storytelling. One-group pretest and posttest design was used to this research. Ary, Jacobs, and Sorensen (2010) explain that one group the pretest-the posttest design usually involves three steps: (1) administering a pretest which measuring the dependent variable; (2) applying the experimental treatment to the subject; and (3) administering a posttest, again measuring the dependent variable. In this research design, there was no control group. The research used one class as the experimental class. The researcher conducted a pretest, three meetings, and a posstest in the research. The formula of the one-group pretest–posttest design could be seen as follows:

$$\mathbf{T_1 \ X \ T_2}$$

Where :

- T<sub>1</sub>** : Pretest for students' vocabulary achievement before treatment
- X** : Teaching vocabulary using storytelling (treatment)
- T<sub>2</sub>** : Posttest for students' vocabulary achievement after treatment

In this research, there were two variables of this research. Arikunto (2006:97) defines, “All experiments have one fundamental idea behind them: to test the effect of one or more independent variables on a dependent variable. It is possible to have more than one dependent variable in experiments”. Referring to Arikunto’s statement, the independent variable was the storytelling technique that was used as a treatment in teaching vocabulary for the students. On the other hand, dependent variable was students’ score in vocabulary test. The score showed the data about students’ vocabulary achievement. It was used to identify how far the improvement of students’ vocabulary mastery were after applying the storytelling technique.

### **3.2. Population and Sample**

The population of this research was the eighth grade students of SMP Negeri 3 Bunga Mayang in the first semester of 2017/2018 academic year. There were four classes of the eighth grade. The sample in this research was only one class which was taken by using simple random sample. This technique was done to find the sample with equal ability between some classes in conducting the research. The sample was determined based on the English teacher’s suggestion by considering on the similarity of students’ score in mid semester and their assignment. In relation to the design, there were two classes (class 8A and 8B) who gained similar average achievements. After choosing the class, the students were determined to be taught using storytelling. The selected class was 8A which consisted of thirty seven students but six students were absent because of some reasons. This research was followed by thirty one students as the experimental group.

### **3.3. Instruments**

In this research, there were some instruments for collecting the data. Instrument was the generic term that was used to measure device. The instrument that was used was a test. It consisted of a pretest and a post-test in form of multiple choices related to the aspects of vocabulary such as meaning, use of word, spelling, and the test of pronunciation. The instruments were mentioned below:

#### **3.3.1. Pretest**

A pre-test was administered to find out students' vocabulary achievement before conducting the treatment. The pre-test was divided into three forms of multiple choice with four options (A, B, C, and D). The total of items was 30 items in which meaning test consisted of 15 items; use of the words test consisted of 8 items, spelling consisted of 7 items. Besides, there were 10 items in pronunciation test. The pretest was conducted in 90 minutes. The result of the pretest was compared with the post test result to find out their achievement.

#### **3.3.2. Post-test**

The post-test was administered to the students after the treatment to find out students' vocabulary achievement after the implementation of storytelling. There were 30 items in the form of multiple choices and 10 items of pronunciation test. The questions were the same as those in the pre-test but the order of the options was changed. This post-test was conducted in 90 minutes.

### **3.4. Data Collecting Procedure**

The procedure of this research is explained as follows:

1. Constructing instrument for pre-test and post-test and materials for teaching.

2. Determining population and sample of the research. The population used in this research was the students in the eighth grade of SMPN 3 Bunga Mayang and the sample was one class of second grade.
3. Trying out the instrument (vocabulary test), the try out test was done in the class VIII B.
4. Giving a pre-test for students in order to identify the level of vocabulary achievements.
5. Conducting a treatment. The subject of this research was taught by using storytelling technique.
6. After giving a treatment, the teacher gave a post test to identify whether the technique gave an improvement for students' vocabulary achievement.
7. The last, after getting all data, the researcher analyzed the data by using SPSS to know the result.

### **3.5. Try-Out of the Instrument**

In accordance with get the data which was needed by research, it was necessary to conduct a tryout of the test. The try-out test was to know the quality of the instruments before they were used in a pre-test and post test. An appropriate instrument was needed to measure the result of the research. The good research was a research where the instrument was based on validity, reliability, level of difficulty, and discrimination power.

#### **3.5.1. Validity**

According to Heaton (1991:159), the validity of the test was the extent to which it measured what it was supposed to measure. Validity was a matter of relevance; it meant that the test measures what was claimed to measure and referred to the extent to which an instrument gave us the information that we wanted. There were

two types of validity, namely, content validity, and construct validity. These validities were used in this research in order to measure whether or not the test had a good validity.

### 3.5.1.1. Content Validity

Haynes, Richard and Kubany (1995) state that content validity is the degree to which elements of an assessment instrument are relevant to a representative of the targeted construct for a particular assessment purpose. The focus of the content validity was adequacy of the sample and not simply on the appearance of the test. It was intended to see whether the test was good reflection of what have been taught. Teaching material should match with the test given in order to fulfill the requirement of content validity. Thus, the test could be said in line with the material when it was given during conducting the treatments. The composition of the test items was presented in the table of specification below:

Table 3.1. Specification that was used to judge the content validity

<b>Aspect</b>	<b>Item's Number</b>	<b>Sum</b>
Meaning	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15, 16,17,18,19,20,21,22,23,24,25	25
Use of the word	26,27,28,29,30,31,32,33,34,35, 36,37,38,39,40	15
Spelling	41,42,43,44,45,46,47,48,49,50	10
Total		50

Table 3.1 showed that there were 50 items in the tryout test. There were 20 items were bad and dropped because they did not fulfill the criteria of level of difficulty and discrimination power. They were such as items number: 6, 7, 11, 13, 14, 18, 19, 20, 21, 22, 26, 27, 28, 29, 31, 33, 36, 44, 46, and 48. The dropped items were categorized as an easy or difficult item in level of difficulty and poor result for



discriminating power. So, the number of every word class was omitted based on the frequency of its appearance in the text.

Table 3.2. Specification of the test items in pre-test and post-test

<b>Aspect</b>	<b>Item's Number</b>	<b>Sum</b>
Meaning	1,2,3,4,5,8,9,10,12,15,16,17,22,24,25	15
Use of the word	30,32,34,35,37,38,39,40	8
Spelling	41,42,43,45,47,49,50	7
Total		30

Based on Table 3.2, it was found that 30 items were good and administered for pretest and posttest. On the other hand, the post-test was held after all treatments were conducted and the researcher gave the same test which consisted of 30 items. The random items at post-test was aimed to know the difference students' achievement between the students' mean score in pre-test and in post-test.

### **3.5.1.2. Construct Validity**

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985:74). It means that construct validity can be found by relating the instrument with the theory of what it means to know certain knowledge skills. In addition, Hatch and Brown (2001) classify that English vocabulary or word into content word, functional words. The content word is divided into noun, verb, adjective, and adverb. Based on the theory above, vocabulary test was used to measure students' achievement in learning vocabulary. In this case, the test was dealing with the content word. They are noun, verb, adjective and adverb. The distribution of the word type in the vocabulary test can be seen from the table of specification below.

Table 3.3. Specification of word type items

No	Word type	Items	Total	Percentage
1.	Noun	1, 4, 17, 22, 24, 35, 38, 39, 41, 42, 49	11	28 %
2.	Verb	3, 12, 16, 25, 30, 32, 44	7	22 %
3.	Adjective	2, 8, 15, 34, 37, 45, 47, 50	8	28%
4.	Adverb	5, 9, 10, 40	4	22 %
<b>Total</b>			<b>30</b>	<b>100 %</b>

Based on the table above, the test consisted of 30 items related to the content word which is divided into noun, verb, adjective, and adverb. In this research, noun was in great quantities of word type that used in vocabulary test item.

### 3.5.2. Reliability

Reliability referred to the extent to which the test was consistent in its scores, and it gave an indication of how accurate the test score are. Hatch and Farhady (1982:243) state that reliability of the test can be defined as the extent to which a test produces consistent result when administered under similar condition. To find the reliability of this test, there were two steps of Split Half Method that could be seen below:

Pearson Product Moment was used to measure the coefficient reliability between the first half and the second half items. The formula was as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where:

$r_{xy}$  :Coefficient of reliability between odd and even number.

$\sum x$  : Total Square of x (total score of odd number).

$\sum y$  : Total square of y (total score of even number).

$\sum xy$  :Total score of odd and even number items.

$\sum x^2$  : Total score of odd number items

$\sum y^2$  : Total score of even number items

Spearman Brown's prophecy formula was used to know the coefficient correlation of whole items. The formula was as follows:

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

Where :

- $r_k$  : The reliability of the test.  
 $r_{xy}$  : The reliability of the half test.

The criteria of reliability was as follows:

- 0.90 – 1.00 : high  
 0.50 – 0.89 : moderate  
 0.00 – 0.49 : low (Arikunto, 2006:180)

### 3.5.2.1. Level of Difficulty

Level of difficulty (LD) was used to classify the test items into difficult items and easy one. The items should not to be easy for the students. To see the difficulty of the test items, this research used this following formula:

$$LD = \frac{U + L}{N}$$

Where :

- LD : Level of Difficulty.  
 U : The number of upper group who answer correctly.  
 L : The number of lower group who answer correctly  
 N : The total number of the students.

The criteria were :

- < 0.30 : difficult.  
 0.30 – 0.70 : average.  
 > 0.70 : easy. (Shohamy, 1985: 79)

### 3.5.2.2. Discrimination Power

The discrimination power (DP) referred to the extent to which the item differentiates between high and low level students on the test. To estimate the discrimination power of the tests, the following formula was used:

$$DP = \frac{U - L}{\frac{1}{2} N}$$

Where :

- DP : Discrimination power.
- U : The number of upper group students who answer correctly.
- L : The number of lower group students who answer correctly.
- N : The total number of the students.

The criteria are :

- 0.00 – 0.20 : poor.
- 0.21 – 0.40 : satisfactory.
- 0.41 – 0.70 : good.
- 0.71– 1.00 : excellent.
- (Negative) = bad items (should be omitted) (Heaton, 1975: 182)

### 3.6. Data Analysis

After collecting data by using the test, the researcher analyzed the data in form of score in order to know whether there was an improvement of the students' vocabulary achievement by using Repeated Measure T-Test of Statistical Program for Social Science (SPSS) version 16.0. The results of the test were in the forms of score or interval data. The students' vocabulary achievement was analyzed by doing these activities:

1. Scoring pre-test and post test,
2. Tabulating the score of students' vocabulary test results using Repeated Measure T-Test,

3. Then, summarizing the finding from the tabulated result of the pre-test and post test. Repeated Measure T-Test of Statistical Program for Social Science (SPSS) version 16.0 was applied as statistical computerization to test whether there was an increase or not.

### **3.7. Hypothesis Testing**

After collecting the data, the researcher analyzed them in order to find out the significant difference students' vocabulary achievement after being taught using Storytelling technique. In this statistical analysis, the hypothesis was proved by using Dependent Group T-test of Statistical Package for Social Sciences (SPSS) at the significance level of ( $P < 0.05$ ).

The hypothesis was as follows:

$H_0$  : There is no significant difference of the students' vocabulary achievement before and after they are taught using storytelling technique.

$H_1$  : There is significant difference of the students' vocabulary achievement before and after they are taught using storytelling technique.

The hypothesis was used to prove whether the hypothesis proposed in this research was accepted and the null hypothesis was rejected. The hypothesis of this research was there is significant difference between the students' vocabulary achievement after they are taught using storytelling.

The criteria for accepting the hypothesis are as follows:

1.  $H_0$  is accepted if the t-value is lower than T-table.
2.  $H_0$  is rejected if the t-value is higher than T-table.
3.  $H_1$  is accepted if  $H_0$  is rejected.

## V. CONCLUSIONS AND SUGGESTIONS

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.

### 5.1. Conclusions

In line with the results of the data analysis and discussion, the writer comes to this following conclusion:

1. There is a significant difference of the students' vocabulary achievement which is taught by using storytelling technique. It provides an enjoyable situation and makes the students to be interested and enthusiastic in learning vocabulary so that the students can acquire many words from the story. 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. In addition, the result of hypothesis shows that the significant level is 0.00 and it was lower than sig  $<0.05$ . It indicates that the hypothesis is accepted. The hypothesis is "there is significant difference of students' vocabulary achievement before and after they are taught using storytelling".
2. Storytelling is able to make students understand the meaning of the word and remember it in longer time. From the achievement of the posttest, 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. Therefore, 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. In addition, the students who are taught using storytelling get better improvement in word type of verb because the students are more encouraged to work related to the supporting the action.

From the results of the test, the researcher concludes that storytelling can be one of alternatives in improving students' ability to understand and to find the meaning of unfamiliar words or difficult words. Storytelling can be more helpful for the students to understand a language with the enjoyable situation.

## **5.2. Suggestions**

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

1. English teachers are recommended to apply storytelling as the alternative strategy in teaching vocabulary. Storytelling can develop the students way of learning to remember both the given word and the new word in an enjoyable situation. So, the students can be motivated to enrich their vocabulary.
2. The researcher recommends that the teacher to be creative in applying storytelling not only focus on the improvement of meaning aspect but also other aspect like use of words. For example: the teacher gives some exercises to the students individually to complete the sentences using suitable words provided in the box.

3. The researcher recommends to present the story in an relaxed and understandable way and to use such additional media in developing the teaching learning activities at the classroom i.e. pictures, gestures and realia. It will be very helpful for the students' understanding to both the words' meaning and story itself. The other types of story aids give a new experience to make the class alive and the students do not get bored.



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