ABSTRACT

IMPROVING THE STUDENTS’ VOCABULARY MASTERY THROUGH STORYTELLING AT BUNGA MAYANG ISLAMIC KINDERGARTEN SCHOOL BANDAR LAMPUNG

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This research was aimed at: 1) analyzing the improvement of students’ vocabulary mastery through storytelling, 2) finding out the problems the students face in learning vocabulary through storytelling. This research was quantitative with one – pretest posttest design.

The data were obtained from the pre-test and post-test to find the improvement of the students’ vocabulary mastery, and also from the interview to find out the problems the students face in learning vocabulary.

The results showed that the students’ mean score of the pre-test was 40.62 and the mean score of the post-test was 55.62, in which their gain score was 15. The result of the hypothesis test showed that the hypothesis of this research was accepted (p<0.05, p=0.000). Specifically, storytelling technique improved the students’ vocabulary mastery in all aspects of vocabulary, such as nouns, verbs, adjectives, and adverbs. Moreover, storytelling technique mostly improved students’ mastery in nouns reaching to 21 %. Besides that, the problems the students faced in learning vocabulary through storytelling could be divided into: a) Problems from the student which covers in understanding adverbs, memorizing the number of vocabularies, understanding what words the teacher said, and pronunciation; b) Problem from materials in which the teaching material contains too many difficult words.

However, after learning the vocabulary through storytelling, the students were gradually able to overcome those problems. Based on the results above, it could be concluded that: 1) Storytelling could improve the students’ vocabulary mastery better and significantly. 2) Storytelling could overcome the problems the students faced in learning vocabulary through storytelling.