

IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT BY USING STORYTELLING

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Abstract : This study was aimed to improve the students' vocabulary achievement by using storytelling. It was conducted at SMP Negeri 22 Medan, with grade eighth students as the subject of the study. This study was conducted by applying Classroom Action Research (CAR), which consisted of two cycles and each cycle consisted of three meetings. The instruments of collecting data were vocabulary test, observation checklist and fieldnotes. The data analysis showed that story telling can improve students' vocabulary achievement from pre test 17,51 to 25 in formative test and to 64 in post test. The percentage of the students' score also improved from the pre-test to formative test 43,34% and from pre-test to post-test is 265%. Furthermore, the result of observation checklist and fieldnotes showed that the students were interested in teaching and learning English by using storytelling. These indicated that there was a significant improvement of the students' vocabulary achievement by using storytelling.

Keywords: *Vocabulary Achievement, Storytelling*

Abstrak : Penelitian ini bertujuan untuk meningkatkan prestasi kosa kata siswa dengan menggunakan bercerita. Itu dilakukan di SMP Negeri 22 Medan, dengan siswa kelas delapan sebagai subjek penelitian. Penelitian ini dilakukan dengan menerapkan Penelitian Tindakan Kelas (PTK), yang terdiri dari dua siklus dan setiap siklus terdiri dari tiga pertemuan. Instrumen pengumpulan data adalah tes kosa kata, daftar observasi dan catatan lapangan. Analisis

data menunjukkan bahwa bercerita dapat meningkatkan prestasi kosa kata siswa dari pre test 17,51 ke 25 dalam tes formatif dan 64 tes inpost. Persentase skor siswa juga meningkat dari pre-test ke formative test 43,34% dan dari pre-test ke post-test adalah 265%. Selanjutnya, hasil daftar observasi dan catatan lapangan menunjukkan bahwa siswa tertarik untuk mengajar dan belajar bahasa Inggris dengan menggunakan bercerita. Ini menunjukkan bahwa ada peningkatan yang signifikan dari peningkatan kosa kata siswa dengan menggunakan bercerita.

I. INTRODUCTION

Vocabulary helps students in the language production. Richards (2001:4) states that vocabulary is the most obvious components of language and one of the first things applied linguists turned their attention to. This makes vocabulary as one of the most basic aspects in teaching English because if the students master English vocabulary, it will be easier for them to master the language skill. Based on the definition, the more words a student knows the more precisely he can express the exact meaning he wants to. Students need to know a large number of word meanings in order to communicate effectively. It can also be said that vocabulary is an essential component to determine how well a student able to communicate successfully. For that reason, students have to overcome the lack of vocabulary knowledge in order to communicate effectively.

Based on the observation carried out by the researchers at SMP Negeri 22 Medan, it was found that students had difficulties in learning English especially their vocabulary achievement.

In line with the background of the research, the problems of the research are formulated as follows:

- 1) Can the storytelling improve students' vocabulary achievement?
- 2) What are the students' responses after learning vocabulary through the application of storytelling?

Finding the answers to the problems of the research is the primary objectives of the research. Thus, the objectives of the research are:

- 1) to prove that storytelling can improve the students' speaking and vocabulary skills,
- 2) to describe the students' responses after learning speaking and vocabulary skills after being taught by using storytelling.

The reason of the researchers use watching storytelling to improve students' vocabulary achievement because students love story, and often they are motivated to tell stories to others. Storytelling make the vocabulary easy to remember so that they can speak English naturally and therefore their speaking and vocabulary achievement will improve. As stated by Ellis (1991:33) that vocabularies in the story are presented in vivid and clear context and illustration to convey meaning. Both the context and amusing situation can make the vocabulary easy to remember.

Teaching Vocabulary Using Storytelling

Students may have some certain ways in learning vocabulary like memorizing, finding some difficult word of the text by using dictionary, and guessing the meaning based on the text. On the other hands, teacher can give certain ways to improve students' vocabulary mastery. Lewis and Hill (1992:102-103) state that there are some vocabulary teaching technique as follows:

1. Contrast

Teachers can present the meaning of 'empty' by contrasting it with 'full', contrasting 'cold' with 'hot', etc.

2. Synonyms

Sometimes it is helpful, particularly with a relatively unimportant word of passive vocabulary to provide a quick synonym explanation.

3. Enumeration

It deals with general and specific words. Teachers can say 'clothes' and explain this by enumerating or listing various items.

4. Explanation

Explaining the meaning of a word must include explaining any fact of word use which are relevant.

5. The Dictionary

Teachers can ask students to look up the word in the dictionary, this way provides practice in important learning skills.

6. Translation

It is a quick and easy way to present the meaning of words, but it is not without problem. It is not always easy to translate words. Besides, it may make it a bit too easy for students by discouraging them from interacting with the words.

7. In context

If the word occurs in a text or passage, the meaning can often be deduced when the other words in the sentence are already known. This deductive process applies particularly to the use of reading passage or stories, whether taped, read or told.

8. Word games

There are large variety of these and they are useful of practicing and revising vocabulary after it has been introduced. For example, crossword puzzle and scrabble.

In arranging atmosphere of storytelling, there are also appropriate techniques that should be selected. Briggs and Ellis (1995:4) elaborate some techniques in teaching vocabulary to the students as follows:

1. Practice reading the story aloud several times before in to the students.
2. If followed by picture, let the students look it before the teacher reads and tells them what happening. Let them think of word that maybe saying.
3. The teacher reads story and the students hear and see the picture that related to the story to find out the new vocabulary.
4. Give the students plenty of time to relate what they hear and see.
5. Look up the class and might eyes-contact to create a personal and shared rapport.

6. Make use of face and body for expressing and also mime and gestures to help students' understanding.
7. After the session, ask question to check the students' understanding.
8. Teacher together with the students a conclusion from the material that have been given by teacher.

From the explanation above it can be concluded that the way that the researchers use in teaching vocabulary by watching Storytelling is by allowing the students to watch and hear the storytelling and after that asking the students to check their understanding related to the story.

II. METHODOLOGY OF THE RESEARCH

This research is conducted by applying Classroom Action Research (CAR). Burns (2010:2) says that Classroom Action Research is a part of a broad movement that has been going on in education generally for some time. It is related to the ideas of reflective practice and the teacher as researcher. It means that Classroom Action Research is a process of research doing by the teacher for repairing and improving the learning in the classroom. The instruments for collecting the data are tests, observation sheet and fieldnotes.

The researchers used Classroom Action Research (CAR) in conducting the research. The Classroom Action Research (CAR) model used by the researchers was developed by Kemmis and Mc. Taggart. This Classroom Action Research (CAR) is arranged into two cycles. They are cycle one and cycle two. Kemmis and McTaggart in Burns (2010: 7) state that action research typically involves four broad phases in a cycle of research. The four phases in a cycle are: (1) planning, (2) action, (3) observation, and (4) reflection. It can be seen in the figure 3.1

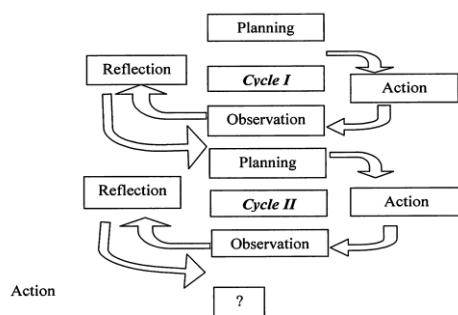


Figure 3.1: Scheme of action research by Kemmis and McTaggart.

To analyze the data, the researchers use the following formula:

$$\text{Students' score} = \frac{\text{Achievement score}}{\text{Maximum Score (100)}} \times 100$$

To know the mean of the students' score for each cycle, the researchers will apply the formula by Best and Kahn (2002:280) as follows:

$$\bar{X} = \frac{\sum X}{N} \times 100 \%$$

Where:

\bar{X} = The mean of the students' score

$\sum x$ = The total score of the students

N = The number of the students

The categorize the number of students who pass the test successfully, the writer applies the following formula:

$$P = \frac{R}{T} \times 100 \%$$

Where:

P = percentage of students who get the point ≥ 70

R = the number of the students who get point ≥ 70

T = the total number of students who do the test

III. RESULT

There are kinds of data which were analysed in this CAR. They are quantitative and qualitative data. The quantitative data were taken from the test results of students, namely pre test, formative test and post test. Before conducting the treatment, the pre-test was given to measure how well the students' vocabulary achievement. In the last meeting of cycle 1, the formative test was given to measure the improvement of the students. The post test was given to the students at the end of the whole cycles to measure the students' improvement after the treatment. The result of the students' score in every test can be seen from the table and the histogram of score interval and the frequency as follows:

Pre-test Score Interval

Score Interval	Frequency	Percentage
4 -16	22	75,86%
17-29	3	10,34%
30-42	1	3,34%
43-55	0	0%
56-68	2	6,89%
69-81	1	3,44%
82-94	0	0%
95-100	0	0%
Total	29	100%

Scoring interval was found by applying this following formula:

$$\text{Scoring interval (P)} = \frac{X_n - X_1}{1 + 3,3 \log n}$$

Where:

The division of distance (R) = X_n (the highest score) – X_1 (the lowest score) in which, $X_n = 80$ and $X_1 = 4$

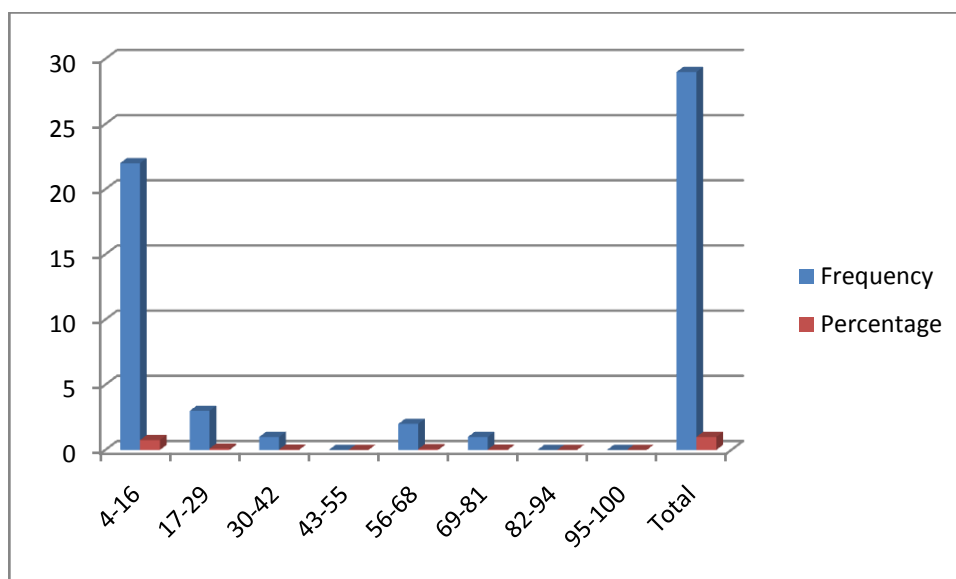
The sum of the whole data (K) = $1 + 3,3 \log n$

N = The number of data, $\log_{29} = 1,462$

$$\text{Thus, } P = \frac{80 - 4}{1 + 3,3 \log 29} = \frac{76}{5,81} = 13$$

From the table of pre-test score interval and frequency, the writer presented the data in histogram.

The Histogram of Pre-test Score



Based on the histogram of the pre-test above, there is 1 student (3,44%) who occupied in score interval 69 to 81, there are 2 students (6,89%) who occupied in score interval 56 to 68, there is 1 student (3,34%) who occupied in score interval 30 to 42, there are 3 students (10,34%) who occupied in score interval 17 to 29, there are 22 students (75,86%) who occupied in score interval 4 to 16 and there is no student who occupied the score interval of 95 to 100.

The chart shows that the students' score in the pre-test is still low. Thus, the writer conducted the first cycle and did formative test. The elaboration of the students' formative result is explained in the following table.

Formative-test Score interval

Score Interval	Frequency	Percentage
8-21	16	55,2%
22-35	9	31,03%
36-49	0	0%
50-63	0	0%
64-77	3	10,34%
78-91	1	0,03%
92-100	0	0%

Total	29	100%
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Scoring interval was found by applying this following formula:

$$\text{Scoring interval (P)} = \frac{X_n - X_1}{1 + 3,3 \log n}$$

Where:

The division of distance (R) = X_n (the highest score) – X_1 (the lowest score) in which, $X_n = 88$ and $X_1 = 8$

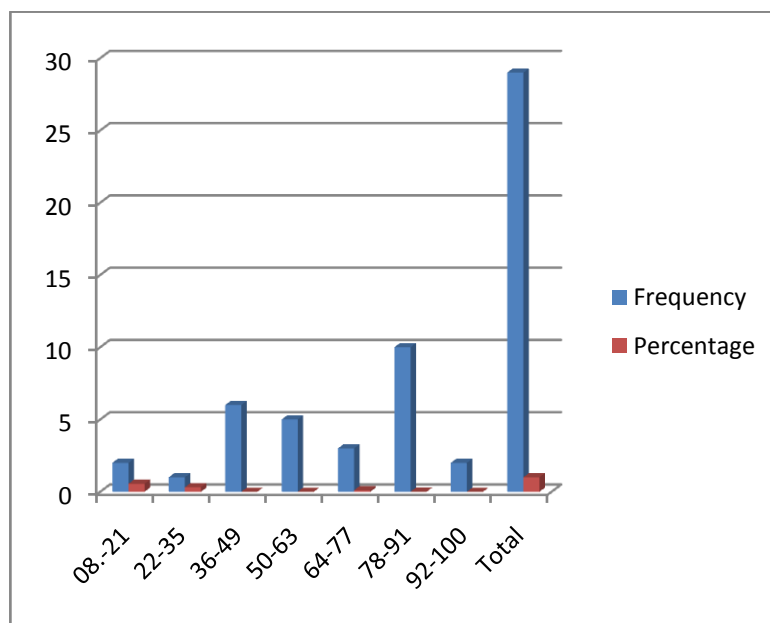
The sum of the whole data (K) = $1 + 3,3 \log n$

N = The number of data, $\log_{29} = 1,46$

$$\text{Thus, } P = \frac{88 - 8}{1 + 3,3 \log 29} = \frac{80}{5,8} = 14$$

From the table of formative test score interval and frequency above, the writer presented the data in the following histogram.

The Histogram of Formative test Score



Based on the histogram of the formative test above, there are 16 students (55,2%) who occupied in score interval 8-21 to 100, there are 9 students (31,03%) who occupied in score interval 22 to 35, there is no student (0%) who occupied in score interval 36 to 49, there is no student (0%) who occupied in score interval 50 to 63, there are 3 students (10,34%) who occupied in score interval 64 to 77, there is 1 student (0,03%) who occupied in

score interval 78 to 91 and there is no student (0%) who occupied in score interval 96 to 100.

After knowing the score of the students in formative-test was still low, the writer conducted the second cycle and did the post-test at the end of the meeting. The explanation of the students' post-test could be seen in the following table.

Post-test Score Interval

Score Interval	Frequency	Percentage
24-35	5	17,24%
36-47	3	10,34%
48-59	3	10,34%
60-71	4	13,79%
72-83	4	13,79%
84-95	10	34,48%
96-100	0	0%
Total	29	100%

Scoring interval was found by applying this following formula:

$$\text{Scoring interval (P)} = \frac{X_n - X_1}{1 + 3,3 \log n}$$

Where:

The division of distance (R) = X_n (the highest score) – X_1 (the lowest score) in which, $X_n = 92$ and $X_1 = 24$

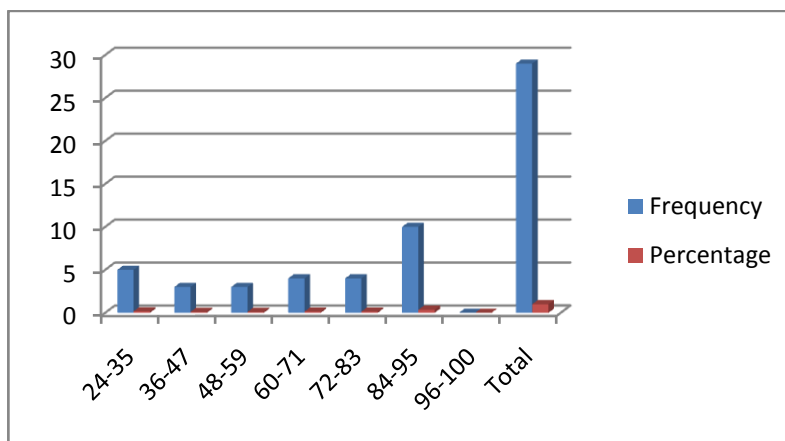
The sum of the whole data (K) = $1 + 3,3 \log n$

N = The number of data, $\log_{29} = 5,81$

$$\text{Thus, } P = \frac{88 - 892 - 24}{1 + 3,3 \log 29} = \frac{68}{5,81} = 11,7$$

From the table of post-test score interval and frequency above, the writer presented the data in histogram.

The Histogram of Post-test Score



Based on the histogram of post-test, there is no student (0%) who occupied in score interval 96 to 100, there are 10 students (34,48%) who occupied in score interval 84 to 95, there are 4 students (13,79%) who occupied in score interval 72 to 83 and 60-71, there are 3 students who occupied in score interval 48-59 and 36-47, 5 students (17,24%) who occupied in score interval 24 to 35.

Table 4.4 Quantitative Data

Component	Pre-Test	Formative Test	Post-Test
Mean	17,51	25,1	64
Median	8	20	68
Mode	8	12	92

To find out the percentage of the students' score increase from pre-test to formative-test, the writer applied the following formula:

$$P = \frac{y^1 - y}{y} \times 100\%$$

Which:

P = Percentage of the students' score

Y¹ = the mean of the students' score in pre test

Y = the mean of the students' score in formative test

The following is the calculation of the students' score increase from the pre-test to formative test:

$$P = \frac{25,1-17,51}{17,51} \times 100\%$$

$$P = \frac{7,59}{17,51} \times 100\%$$

$$P = 43,34\%$$

To find out the percentage of the students' score increase from pre-test to post test, the writer applied the following formula:

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

Which:

P = Percentage of the students' score

Y₂ = the mean of the students' score in post test

Y₁ = the mean of the students' score in pre test

The following is the calculation of the students' score increase from pre-test to post-test:

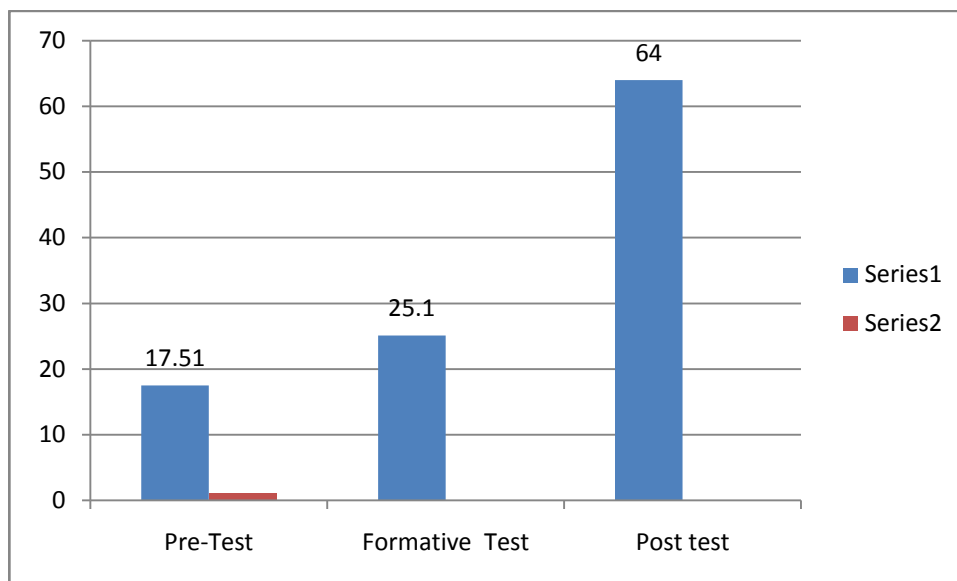
$$P = \frac{64-17,51}{17,51} \times 100\%$$

$$P = \frac{46,49}{17,51} \times 100\%$$

$$P = 265\%$$

Thus, percentage of the students' score increase from the pre-test to formative test is 43,34% and from pre-test to post-test is 265%. From the table of quantitative data, the writer presented the quantitative data in the following histogram.

The Histogram of the Total Score of the Pre test to Post test



Based on the histogram, it can be seen that the mean score of the pre-test is 17,51, in formative-test is 25,1 and in post-test is 64. In pre-test, the total score of the students is 508 and the number of the students who took the test is 29. Thus, the mean of the students' score is:

$$X = \frac{508}{29} = 17,51$$

In formative-test, the total score of the students is 728 and the number of the students who took the test is 29. Thus, the mean of the students' score is:

$$X = \frac{728}{29} = 25,1$$

In post-test, the total score of the students is 1856 and the number of the students who took the test is 29. Thus, the mean of the students' score is:

$$X = \frac{1856}{29} = 64$$

IV. DISCUSSION

This study was conducted by applying Classroom Action Research (CAR), which consisted of two cycles and each cycle consisted of three meetings. The instruments of collecting data were vocabulary test, observation

checklist and fieldnotes. The data analysis showed that story telling can improve students' vocabulary achievement from pre test 17,51 to 25 in formative test and to 64 in post test. The percentage of the students' score also improved from the pre-test to formative test 43,34% and from pre-test to post-test is 265%. Furthermore, the result of observation checklist and fieldnotes showed that the students were interested in teaching and learning English by using storytelling. These indicated that there was a significant improvement of the students' vocabulary achievement by using storytelling.

CONCLUSIONS

Based on the finding and discussion on chapter IV, it can be drawn the conclusions as follows:

1. Story telling can improve students' vocabulary achievement. It was found out that the students' vocabulary achievement improved from pre test to post test after Storytelling was applied. It can be seen from the students total mean score improved from 17,51 to 25 and to 64 in post test. The percentage of the students' score from pre test to formative test increased 43,34 % and from pre test to post test increased 265%.
2. Based on the results of field notes and observation sheet, the students feel and respond that storytelling was an interesting technique in teaching English especially when learning English vocabulary.

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