

IMPROVING THE STUDENTS' VOCABULARY MASTERY BY USING STORYTELLING AT THE ELEVENTH GRADE OF LANGUAGE CLASS IN MAN MODEL 1 MANADO

Ahmad Mustamir Waris¹
Nikmala Nemin Kaharuddin²
Fadhlan Saini³
Fadila Lamante⁴

English Education Department
Institut Agama Islam Negeri Manado
Ahmad.mustamir@iain-manado.ac.id

Abstract

The research aimed to improve student's vocabulary mastery through storytelling. This research was conducted by using classroom action research (CAR). The subject of this research was the eleventh-grade language class in MAN Model 1 Manado, which consisted of 16 students with 11 girls and five boys. This research was conducted in two cycles, each consisting of planning, acting, observing, and reflecting. Every cycle is conducted in two meetings. The data were gathered through qualitative and quantitative data. The qualitative data were gained by observation and documentation. Then, quantitative data were obtained from the students' vocabulary scores on the pre-test and post-test. Based on the result showed that there was a development in the student's vocabulary mastery. It can be seen from the mean score of the pre-test, which was 60.9, while the mean score of post-test cycle one was 66.5 and the mean score of post-test cycle two was 84.3. In addition, one student (6, 25%) passed the minimum mastery criterion in the pre-test. Meanwhile, in cycle one, there were two students (12,5%) who passed the minimum mastery criterion (KKM), and it increased in the post-test cycle two that there were 15 students (93,7%) who passed the minimum mastery (KKM). Hence, the criteria of success were achieved. Furthermore, the result of observation showed that the students were motivated in the teaching-learning process during the implementation of storytelling.

Keywords: *Improving vocabulary mastery, storytelling*

INTRODUCTION

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary are a core to the learning of a foreign language to building up the useful words to the students. Vocabulary is an arrangement of words that becomes a sentence arranged according to aspects and uses standard language and has meaning and also the meaning contained in each word.

According to Barnhart (2008) stated the vocabulary is a combination of various words used by people contains the operation and be able to communicate. Vocabulary is a core of language to sustain the participant's interaction in communication.

According to John Read (2000) stated that vocabulary has two types; they are active and passive vocabulary. People still need a lot of practice and context connections to learn new words. Save the vocabulary in their mind and recall it when they speaking or writing. Those two main groups of person's vocabulary are active and passive vocabulary. When the students are learning a language, vocabulary is the most important thing to learn first. Worth mastery of vocabulary is significant for anyone who learns the language employed in listening, speaking, writing and reading beyond grammar. A learner of the foreign language will speak easily and accurately, write simply, or understand what he or she reads or hears if he or she has the adequate vocabulary and has an ability to use it accurately.

According to Collier (1971) stated that when a student has arrived at mastering the grammatical basic patterns of language, the task of a student is to determine the vocabulary or the vocabulary that he needs. So it is very clear that vocabulary is very important in learning a language, especially English because the English vocabulary is very large and varied too. Students wouldn't stay with the vocabulary when they're at elementary school or until they're at senior high school; students won't stay with the one what they have now.

The students' vocabulary would keep improving as long as students found a new vocabulary in reading or heard in conversations, on the radio, or TV. In the preliminary research, the researcher found most students thought that English is one of the most difficult lessons to be learned. Because their lack of vocabulary, so that they did not master the grammar. They had less motivation in learning English. Learning English can be carried out by using a short story, especially in improving vocabulary mastery. Stories are one of the motivating, challenging, fun and can establish positive behavior. Obviously story can lead students curious in studying English. They can make own creativity and fantasies. They will seize the moral worth from the story. Most of the story can help the students to create their

confidence, encourage social and build up emotional. The story shared a burst of laughter, sadness, excitement, and anticipation.

Cameron (2001) stated Stories are full of very interesting imaginations, assembled by language, which can make students feel happy and can enter into the stories. Students also can enjoy each learning process. 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. The researcher wants to make the students interested in studying vocabulary using storytelling because almost all the students fascinated in a story. It can give much of happiness and also can give the students possibility to remember the word and know the sentence easily. Furthermore, the researcher is interested in using storytelling especially in improving the students' vocabulary mastery. The formulation of the research questions are follows: (1) Is the storytelling able to improve students' vocabulary mastery ? (2) How does storytelling improve students' vocabulary mastery? Based on the research questions as stated before, the objectives of the research are as follow: (1) To find out whether the improvement of the students vocabulary mastery by using storytelling. (2) To describe the implementation of storytelling on students vocabulary mastery.

RESEARCH METHOD

This research employed classroom action research. The researcher used quantitative and qualitative method in purposed of classroom action research at MAN Model 1 Manado. Associated with the problem faced by students, storytelling as a technique to improve vocabulary that is needed in the classroom action research design.

Nunan (1992) States that action research is a shape of a self-reflective investigation conducted by the practitioner, aimed at solving problems, improving practice, or enhancing understanding. Meanwhile Carr and Kemmis (1999) States that action research is only a form of self-reflective inquiry made by involved in a social situation in purpose to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the

practices are carried out. The measures in action research (Planning, action, observation and reflection) are made in two cycle. Cycles are done depending on the issues needed to solve.

The instruments of this research were pre-test and post-test for quantitative data and for qualitative data the researcher took observation, journal and documentation. The researcher gave the students pre-test for the first meeting and post-test at the end. The test of pre-test and post-test was same, the students listened to the story that the researcher tell to them after that the students have to answered the questions that the researcher gave to them. Each test that the researcher applies contains 20 questions. 10 questions are to fill in the blanks of the story. 5 questions matching of the words and 5 questions describing and retell the picture.

The analysis data was qualitative data used in this research observation of students' activities during teaching learning process. The quantitative data there were a vocabulary test and it have about twenty questions for each cycle. In scoring vocabulary test, it determines that the ranging from 0-100 by accounting the correct answer. The correct answer will give 5 while the wrong answer will give 0.

Table 1
The students' predicate score

No.	Alphabet	Value
1.	Very good (A)	100-86
2.	Good (B)	85-71
3.	Enough (C)	70-56
4.	Bad (D)	55

To know the mean score of the students' score of vocabulary in each cycle, the researcher use formula from Anas Sudijono (2014) the following formula is:

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$$X = \frac{\sum X}{n}$$

In which:

X : Mean

$\sum x$: Totalscore

N : Number of students

RESEARCH FINDINGS AND DISCUSSION

Findings

The data was analyzed by quantitative and qualitative. The qualitative data was taken from observation and documentation. This research was conducted in one class of Eleventh Language Class MAN Model 1 Manado with 16 students. Based on the observations showed that storytelling can improve the students' vocabulary mastery: Students were interested in learning vocabulary and became active, more enthusiastic when discussing about the material, participated in finding a new vocabulary related with noun and verb on whiteboard in order to remember and keep their vocabulary.

The quantitative data was taken from the mean of the students' score in taking vocabulary test. This research was conducted in two cycles, while every cycle consisted of four steps (planning, acting, observing, and reflecting). The first cycle conducted in four meetings include pre-test. The second cycle was conducted in three meetings. In the last meeting of each cycle, the students were taken the test as the post-test. The preliminary data has taken from the preliminary test (pre-test). The researcher held pre-test in one meeting before the cycle one started in order to analyze the students vocabulary in storytelling. Before that, the researcher asked the permission from the head of MAN Model 1 Manado and English teacher who taught at eleventh grade of language class

Table 2
The Students' Score of Cycle I (Pre-test and Post-test I) and Cycle II (Post-test II)

No.	Initial of Students	Score		
		Pre-Test	Post-Test I	Post-Test II
1.	AD	60	70	85
2.	DAK	65	70	90
3.	FM	60	65	80
4.	FH	70	75	85
5.	FW	55	65	80
6.	FNM	65	65	85
7.	JLZ	60	70	95
8.	LN	55	55	70
9.	MABS	55	60	85
10.	MAJPK	75	75	90
11.	NF	65	65	80
12.	RT	65	65	85
13.	RTI	50	65	80
14.	SWK	55	65	85
15.	SRU	60	65	80
16.	TIH	60	70	95
	Total	$\Sigma x = 975$ $X = 60,9$	$\Sigma x = 1.065$ $X = 66,5$	$\Sigma x = 1.350$ $X = 84,3$

From the data above the researcher found there was an increased of the students' mastery. It could be seen from the mean of score from the test (pre-test, post-test 1, and post-test 2) that increased.

From the table, the total score of the students was 1350 and to see the mean of the students in the test, the researcher applied the following formula:

$$X = \frac{\sum x}{n}$$

$$X = \frac{1350}{16}$$

$$X = 84.3$$

Then, the calculation of class percentage about the students who passed the Minimum Mastery Criterion (KKM):

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{15}{16} \times 100\%$$

$$P = 93.7\%$$

It showed in the post-test II more than 50% students could improve their vocabulary using storytelling.

Discussion

Cycle I

The researcher planned the action dealing with preparing storytelling, instructional materials and media, and determining the criteria of success. In this

phase, the researcher made a planning for the Action Research based upon the problems faced by students about vocabulary. The first meeting, the researcher started the class with greeting and taking the absence. Then, the researcher asked the students to listen the explanation the procedures of storytelling. But before the teaching learning process run, the researcher had been done explanation about the implementation of storytelling in their mind, in order they would understand about the technique.

The researcher gave the topic to the students. It meant the researcher was thought them about vocabulary, automatically they had new words. It made them easily to understand the sentences and they were able to create the good sentences. The researcher asked the students random questions related to the material they have been learned without looking at the book.

The second meeting the researcher greeted the students and checking their attendance. The researcher asked the students about the material last week and some of students answered that they did not still understood and asked some of vocabulary that they don't know to pronounce and to spell the words. In teaching learning process, the researcher gave them the new word that wrote on the whiteboard, then the researcher pronounces the words with a good pronunciation, and the student had to repeat them. The researcher asked again to the students if they already remember to pronounce of the vocabulary that they see before. Then, the class divided into four groups asked every group about the vocabulary that they learn before. After that, one of the students in each groups had to present the result in front of the class.

The researcher gave feedback about students' performance. Also the researcher corrected their mistake from their performance and asked every group to make a summary about what they had learned for the last meeting. Post-test for the cycle 1, the researcher distributed the test to the students, the students have to fill the blanks of the story that the researcher explained to them last week, and the students also must to write the meant of the words that the researcher gave to them. Then, the researcher showed them a picture and asked the students to tell a story about the picture.

After cycle I, the researcher evaluated in teaching learning process in the end of meeting of the first cycle. The next is talking about students' participation. From the analysis of the students' vocabulary worksheet score in the first cycle, it was found that the students do not understand well about vocabulary of the storytelling. Therefore, it needs to revise the acting and planning before implement to see next cycle so that it could achieve the criteria of success of this study.

Cycle II

First of all, the researcher planed the action dealing with preparing storytelling instructional materials and media, and determining the criteria of success.

The first meeting, the researcher started the act by greeting the students and taking their attendance. Based on the reflection of the cycle one, the researcher tried to make the students more understand about the vocabulary with explained it slowly and clearly, in order the students feel more motivated and interested in the learning process. The researcher asked the students to listen the explanation about the procedure of storytelling. But before the teaching learning process begins, the researcher had explained about the implementation of storytelling, in order to make the students understand about the technique.

The researcher guided the students to the deeper analysis about the story that the researcher tell to them in order they could understand it. The researcher asked the students for their difficulties through the learning process and give feedback about it.

The second meeting, The researcher asked the students about the material last week and vocabulary that they remember, and then the researcher asked them to pronounce and spell the words of the vocabulary. The researcher gave them the new word that wrote on the whiteboard, then the researcher pronounces the words with a good pronunciation, and the student had to repeat them. Teacher asked to the student if they already

remember the vocabulary that they learn before. After that, the researcher asked to the students into four groups and discuss about the vocabulary that they learn before the student present the result in front of the class. Then, the researcher gave feedback about the students' performance and correct the mistakes, the researcher told to each groups to make a summary about the material.

Post test cycle II, The researcher gave the test to the students, the students have to fill the blanks of the story that the researcher explained to them last week. Also the students' must to write the meant of the words that the researcher gave to them. Then, the researcher showed them a picture and asked the students to tell a story about the picture.

Having checked the students' vocabulary mastery by giving the test, it was found the students' score showed the increasing. Based on the observation and the result of their test, the students could use storytelling as their media in memorizing and retaining their vocabulary. It can be concluded that the students could improve their vocabulary mastery by using storytelling. The result of the students' vocabulary achievement in the cycle I, there was an increase of students' mean score from the students' vocabulary achievement on the preliminary study to the students' vocabulary achievement on the first cycle. It was from preliminary study mean score from the mean class 60.9 increased to 66.5 or from 1 students who passed the score above the Minimum Mastery Criterion to 2 students. That means that there was 19.5% of mean score improvement. Based on the result of the students' vocabulary score cycle II, there was better improvement of students' average score from the students' vocabulary achievement in the preliminary study to the students' vocabulary in the second cycle. The mean score of the pre-test in the preliminary was 6.25% and the mean score of the students on the second cycle was 93.7%. Means that there was 12.5% of average score improvement. The students' score showed the increasing which could be determined that they showed the progress little by little.

They acquired the increasing score in each cycle.

CONCLUSION

Storytelling can improve the students' vocabulary and help them to remember and keep their vocabulary. Students become active, more interested to learn vocabulary. There were 93.7% who passed The Minimum Mastery Criterion (KKM) 75 with the improvement of the students' mean score from pre-test to the post-test of the second cycle was 12.5%. In the pre-test was only 1 student who passed the KKM. Meanwhile, in the post-test of cycle one there were 2 students who passed the KKM or 12.5%. Next, in the result of post-test in the cycle 2, there gained 15 students or 93.7% students who passed their which their mean score of vocabulary derived 84.3. It achieved the criteria success.

The data from diary notes showed that the students were more active and participated in the teaching learning process; it could be seen from the improvements of the students' score in teaching-learning process for each meeting. Using storytelling to improve students' vocabulary have positive responses from the English teacher at there, students' more actively in class with activity that the researcher gave and they got new vocabulary.

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