

ENGLISH EDUCATION JOURNAL (E2J)

Research Journal

<https://www.ejournal.lppmunidayan.ac.id/index.php/english>

E-ISSN: 2686-3731

P-ISSN: 2460-0504

Author's Correspondence

E-mail:



Publisher:

**English Education Department
Faculty of Teacher Training and
Education
Universitas Dayanu Ikhsanuddin**

Address:

Jl. Sultan Dayanu Ikhsanuddin No. 124
Baubau, post code 93724
Southeast Sulawesi, Indonesia

USING STORY TELLING TO IMPROVE STUDENTS' VOCABULARY MASTERY AT CLASS VIII OF SMP NEGERI 3 LASALIMU

**Wa Ode Hanafiah¹⁾, Baharudin Adu²⁾,
Farid³⁾**

^{1&2)} Lecturers ³⁾ Student of English Education
Department, Universitas Dayanu Ikhsanuddin
Jl. Sultan Dayanu Ikhsanuddin No. 124
Baubau, Southeast Sulawesi, Indonesia

Article Info

Article history:

Received: 09/04/2020

Received in revised form: 22/04/2020

Accepted: 02/05/2020

Abstract

The purpose of this study was to determine the increase in vocabulary mastery of the eight grade students of SMP Negeri 3 Lasalimu through local stories. This study used a pre-experimental design. The sample in this study were students of class VIII, amounting to 14 students. The instrument used in this study was a test. The results obtained are: 1) the pretest results obtained an average value of 43.21 and the posttest obtained an average value of 66.07%; 2) based on the results of hypothesis testing, sig. (2-tailed) is 0.000 < 0.05, so it can be concluded that Ho was rejected and H1 was accepted. Therefore the use of regional folklore has a positive influence on vocabulary mastery of students in class VIII SMP Negeri 3 Lasalimu in the 2018/2019 academic year.

Keywords: local stories, SMP Negeri 3 Lasalimu, vocabulary

Abstrak

Tujuan penelitian ini adalah untuk mengetahui peningkatan penguasaan kosakata siswa kelas VIII SMP Negeri 3 Lasalimu melalui cerita daerah. Penelitian ini menggunakan desain pre eksperimen. Sampel dalam penelitian ini adalah siswa kelas VIII yang berjumlah 14 siswa. Instrumen yang digunakan dalam penelitian ini adalah tes. Hasil penelitian yang diperoleh adalah: 1) hasil pretest diperoleh nilai rata-rata yaitu 43,21 dan posttest diperoleh nilai rata-rata

66,07%; 2) berdasarkan hasil uji hipotesis diperoleh sig. (2-tailed) adalah $0,000 < 0,05$ sehingga dapat disimpulkan bahwa H_0 ditolak dan H_1 diterima. Oleh karena itu penggunaan cerita rakyat daerah memiliki pengaruh positif terhadap penguasaan kosakata siswa di kelas VIII SMP Negeri 3 Lasalimu tahun ajaran 2018/2019.

Kata kunci: cerita daerah, SMP Negeri 3 Lasalimu, kosakata

1. INTRODUCTION

Language is the most important thing for everyone to communicate with the other. It has some elements, such as; grammar and vocabulary. One of the most important languages items that should be taught to students is vocabulary. Recognizing enough vocabulary will make the students able to communicate and know English at least in a simple way. Learning a language deals with learning the vocabulary. It is a basic to communicate and also important for the acquisition process [1]. It means that learning a language cannot be separated from learning vocabulary.

Hornby [2] states that vocabulary is the total number of words which make a language. It means vocabulary is the key to understand foreign language. Enrich oneself use vocabulary, someone can express ideas in communication easier. In line with the statements, Oxford University press [2] states that vocabulary means 1) all the words means in particular language, 2) all the words that the person knows or uses, 3) a list of words with their meanings, especially in a book for learning a foreign language. From the definitions, it can be said that vocabulary is total number of words or stock of words with their meaning which make up a language used by person, class, or profession.

Basically, the students have some characteristics. Students like playing and doing something while learning. Children take great pleasure in finding and creating fun in what they do. They have big curiosity in something they find in the environment.

There are so many problems which caused the students in many school cannot speak English at all. Which of those are so

familiar problems in every students condition, like have less vocabulary, and so on, those are effecting in losing their confident and bravery to stand up in front of class while presentation in English.

What the researcher had found on observation in SMP Negeri 3 Lasalimu, many students had less vocabulary, most of the students were lazy in reading or studying English, and the teacher also didn't give motivation to their student to be enthusiasm to increase their vocabulary, and the result many students think, they better playing around or did another activity than reading English article which was so boring for them.

Like other students, the students in SMP Negeri 3 Lasalimu had difficulties in mastering vocabulary. Remembering a vocabulary need a hard work because the pronunciation and the spelling are different. In order to follow the demand in English skill, the researcher tried to find a good technique in teaching vocabulary.

As we know vocabulary is an important component to have better communication in English. "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" [3]. So, mastering vocabulary is becoming a first steps for all of English students to have better communication.

Based on the problems above, so the researcher try to apply local story telling to improving students' vocabulary mastery. According to Taylor [4], storytelling is a tale to one or more listener through voice and gesture. In oral telling, we usually repeat things more than redundancy, especially if the students are having difficulty following. Moreover, Mourao [5] states that vocabularies in the story are presented in vivid and clear context and illustration help to convey meaning. Both the context and amusing situation can make the vocabulary easy to remember.

The reasons why does the researcher choose storytelling as the research to improve students' vocabulary mastery, because students love a story, and they are motivated to tell story to others. Storytelling makes the vocabulary easy to remember, and also the children easy to learning English and improve their vocabulary using storytelling.

Using storytelling to improve students' vocabulary mastery is really effective, because there is a repetition of word, it has been stated by Thornbury [6], but one kind of repetition that is important is repetition of encounters with a word. In short story there are so many words, students will understand the meaning of the words. At first, when students learn English using short story, they will have a great enthusiasm because they want to know about the story. If they have enthusiasm it encourages students learn more. And also in using local storytelling as teaching material is a suitable choice to solve the problem because the story is familiar to the students. Furthermore, the class must be enjoyable.

Based on the background above, the objective of this study is to find out whether Local storytelling can improve students' vocabulary mastery at class VIII of SMP Negeri 3 Lasalimu or not.

2. METHOD OF THE RESEARCH

The design of this research is a pre experimental research. This design used one class as a group control that was given pretest, treatment and posttest. This research was conducted on august and held about six meetings and the place was in SMP negeri 3 Lasalimu in Waoleona village.

The population of this research was the eighth grade students of SMP Negeri 3 Lasalimu which consist of 14 students of one class. The sample of this research was taken by using Total sampling because it was just consist of one class, Total Sampling which means the number of the samples it same as the total of population. According to Sugiyono [7] he states that the reason in taking total sampling is because the number of population less than 100 so that whole population is used as the sample.

The instrument of the research is a test. The test consists of pretest and posttest and the total of the items were 20 items. After the data was collected, then it was analyzed by using descriptive statistic analysis and inferential statistic. The researcher used SPSS program version 22.0.

3. RESULT AND DISCUSSION

3.1 Result

1. Presentation the Data of students' score in Pretest.

In this section the researcher presented the data of students' score in Pretest before treatment, in improving students' vocabulary mastery through local storytelling in SMP negeri 3 Lasalimu at class VIII.

Table 1. the Criteria of students' pretest vocabulary mastery

No	Scoring Range	Criteria	Frequ-ency	Percentage
1	90 - 100	Very Good	-	-
2	70 - 89	Good	-	-
3	50 - 69	Moderate	7	50 %
4	30 - 49	Low	5	35.7 %
5	≤ 29	Very Low	2	14.3 %
Total			14	100 %

Based on the table above, it indicated that the students, vocabulary mastery at class VIII of SMP Negeri 3 Lasalimu, there were 7 students or 50 % with moderate criteria because the student able to answer the questions of vocabulary in form test, the student could answer the question of vocabulary but did not understand the meaning of the sentence especially Verb, Adjective, Noun and Adverb of vocabulary question in multiple choices form. There were 5 students or 35.7 % with Low criteria because they unable to answer the question of vocabulary and did not understand the meaning of the sentence especially Verb, Adjective, Noun and Adverb of vocabulary question in multiple choices form. There were 2 students or 14.3 % with very low criteria because they unable to answer the question of vocabulary and did not understand the meaning of the sentence especially Verb, Adjective, Noun and Adverb of vocabulary question in multiple choices form. For that reason, the number of the biggest percentage was in the score 50 – 69 that is 7 students or

50%. So, from the table above it indicated that the criteria of students result in pretest can be categorized as moderate.

Table 2. The analysis statistic on pretest score

Statistics		Nilai_Pretest
N	Valid	14
	Missing	0
Mean		43.21
Std. Deviation		14.359
Minimum		20
Maximum		65

(This analysis used SPSS 22.0 version)

Based on the table above, the data from the students' vocabulary mastery test on the pretest score before treatment in the teaching learning process at class VIII of SMP Negeri 3 Lasalimu the minimum score was 20 and the maximum was 65 and the mean score are 43.21 and the standard deviation was 14.359.

2. Presentation the Data of students' score in Posttest.

In this section the researcher presented the data of students' score in Posttest after giving the treatment, in improving students' vocabulary mastery through local storytelling in SMP negeri 3 Lasalimu at class VIII.

Table 3. the Criteria of students' posttest vocabulary mastery

No	Scoring Range	Criteria	Frequency	Percentage
1	90 - 100	Very Good	-	-
2	70 - 89	Good	6	42.8 %
3	50 - 69	Moderate	8	57.2 %
4	30 - 49	Low	-	-
5	≤ 29	Very Low	-	-
Total			14	100 %

Based on the table above, it indicated that the students, vocabulary mastery at class VIII of SMP Negeri 3 Lasalimu, there were 6 students or 42.8% with Good criteria because the student able to answer the questions of vocabulary in form test, the student could answer the question of vocabulary and understand the meaning of the sentence especially Verb, Adjective, Noun and Adverb of vocabulary question in multiple choices form. There were 8 students or 57.2% with Moderate criteria because they able to answer the question of vocabulary but did not understand the meaning of the sentence especially Verb, Adjective, Noun and Adverb of vocabulary question in multiple choices form. So, the number of the biggest percentage was in the score 50 - 69 that is 8 students or 57.2%. So, from the table above it indicated that the criteria of students result in pretest can be categorized as moderate.

Table 4. The analysis statistic on posttest score.

		Nilai_Posttest
N	Valid	14
	Missing	0
Mean		66.07
Std. Deviation		12.737
Minimum		50
Maximum		85

(This analysis used SPSS 22.0 version)

Based on the table above, the data from the students' vocabulary mastery test on the posttest score before treatment in the teaching learning process at class VIII of SMP Negeri 3 Lasalimu the lowest score are 50 and the highest are 85 and the mean score are 66.07 and the standard deviation was 12.737.

3. The Mean Score and Standard Deviation on Pretest and Posttest.

The calculating of the students' pretest and posttest result, the mean score and the

standard deviation were presented in the following.

Table 5. Result of Pretest and Posttest and standard deviation score

The Test	Mean Score	Standard deviation
Pretest	43.21	14.359
Posttest	66.07	12.737

The data of the table above the mean score of the pretest was 43.21 while the mean score of the posttest was 66.07. The standard deviation of the pretest was 14.359 while the standard deviation score of the posttest was 12.737. The mean score of the posttest was greater than the mean score of the students' pretest. This indicated that through local storytelling could improve the students' vocabulary mastery in SMP Negeri 3 Lasalimu.

4. Data Inferential Statistic of Students' Vocabulary Score

The data inferential deals with the detail statistic explanation of the significant difference in students' vocabulary mastery that was taught with local storytelling.

Table 6. Inferential Statistic Result Independent Sample Test

	t	df	Sig. (2-tailed)
Pair 1 Nilai_Pretest - Nilai_Posttest	-8.772	13	.000

(This analysis used SPSS 22.0 version)

Based on the table above, the researcher found that sig (2-tailed) were 0.000. It indicated that T_{test} was (0.05) > sig (2-tailed) was 0.000. It meant that T_{test} (0.05) was greater than (sig (2-tailed)). Therefore the researcher concluded that Local Storytelling

was significant to improve the students' vocabulary mastery at class VIII of SMP Negeri 3 Lasalimu. So H_1 was accepted and H_0 was rejected. It means that students' vocabulary mastery was improving.

3.2 Discussion

Based on the result of the research, the researcher found that there was any significant difference in students' vocabulary mastery taught with local storytelling at class VIII of SMP Negeri 3 Lasalimu. In the pretest that was on August 30th, the criteria of students' vocabulary mastery as follow there was 1 students or 7.1% who obtained the score 20, there was 1 students or 7.1% who obtained the score 25, there were 2 students or 14.3% who obtained the score 30, there were 2 students or 14.3% who obtained the score 35, there was 1 student or 7.1% who obtained the score 40, there were 3 students or 21.4% who obtained the score 50, there was 1 students who obtained finally there was 1 student or 7.1% who obtained the score 55, there were 2 students or 14.3% who obtained the score 60 and there was 1 student or 7.1% who obtained the score 65. After giving pretest the researcher gave the treatment for six meeting by applying Local Storytelling.

In first meeting that was on August 31th, the students' condition while learning it was a bit difficult to handle by the researcher, because some students had different kind of problems in studying English. That follows, few students understand the meaning of the local storytelling test and could pronounce it better but they had no courage to presented it or to read in the front of class, and then some students could only understand some words in English and didn't know how to pronounce, and the most of students couldn't understand any words in English but they were very active and responsible if they got the task from the researcher even their task result were wrong. But most of the students in the class were same, they liked to play and chatting around with their friends despite the researcher was still in the class.

In the last meeting, that was on September 20th the students condition were

better than the first meeting. Most of students were very active in class, they had changed their bad habit, they didn't chatting around nor made a noise anymore if the class was still going on, and many students in the class could answer the task even were not perfect but they had improved.

On September 21th, the researcher gave students posttest as the criteria of students' vocabulary mastery as follow there were 2 students or 14.3% who obtained the score 50, there were 2 students or 14.3% who obtained the score 55, there were 4 students or 28.6% who obtained the score 60, there was 1 student or 7.1% who obtained the score 70, there was 1 student or 7.1% who obtained the score 75, finally there were 2 student or 14.3% who obtained the score 80 and there were 2 students or 14.3% who obtained the score 85.

The result of mean score of pretest before treatment was 43.21 and standard deviation was 14.359. Meanwhile, the mean score of posttest after treatment was 66.07 and standard deviation was 12.737. From the data can be seen there isimprove in the students vocabulary mastery cause by treatment of local storytelling.

Based on discussion above, the value of the test significance, it indicates that T_{test} (0.05) was greater than (sig (2-tailed)) 0.000. It means that there was positive effect of learning Local Storytelling to improve students' vocabulary mastery at class VIII of SMP Negeri 3 Lasalimu in academic year 2018/2019. Based on the result of pretest and posttest, mean score and standard deviation before and after treatment and test significance, the researcher concluded that the learning Local Storytelling had a positive effect and could improve students' vocabulary mastery about Noun, Verb, Adjective and Adverb at class VIII of SMP Negeri 3 Lasalimu.

4. CONCLUSION

Based on the research findings and discussion on the previous chapter, the researcher concluded the result of the data analysis, the students' in English vocabulary to improve vocabulary mastery have mean

score good after the treatment in taught vocabulary, than the mean score before the treatment it was found the students' vocabulary mastery by learning Local Storytelling at Class VIII of SMP Negeri 3 Lasalimu, with the test of vocabulary in 20 items had minimum score 20 and maximum score 65in pretest before treatment. And the result of mean score of pretest before treatment was 43.21 and standard deviation was 14.359. Meanwhile, the mean score of posttest after treatment was 66.07 and standard deviation was 12.737. Besides in posttest the minimum score is 50 and the maximum is 85 which gave after treatment, and the result of T_{test} was higher than (sig (2-tailed)), in which T_{test} (0.05) was greater than (sig (2-tailed)) (0.000), it was indicated that H_0 was rejected and H_1 was accepted. So, the researcher concluded that learning Local Storytelling can improve students' vocabulary mastery.

REFERENCES

- [1] S. . Krashen, "Stephen Krashen Acquisition vs. learning," *Education*, 1981.
- [2] A. S. Hornby, *Oxford Advanced Learner" s Dictionary (International Student"s Edition)*. 2000.
- [3] M. ALQAHTANI, "The importance of vocabulary in language learning and how to be taught," *Int. J. Teach. Educ.*, vol. III, no. 3, pp. 21-34, 2015, doi: 10.20472/te.2015.3.3.002.
- [4] D. J. Galloway and E. K. Taylor, "Using Folktales," *Slav. East Eur. J.*, vol. 46, no. 1, p. 223, 2002, doi: 10.2307/3086277.
- [5] S. J. Mourao, "The Primary English Teacher's Guide," *ELT J.*, vol. 57, no. 4, pp. 411-413, 2003, doi: 10.1093/elt/57.4.411.
- [6] S. Thornbury and T. Scott, *How to Teach Speaking - Scott Thornbury*, vol. 3, no. 2. 2012.
- [7] Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif dan R & D.Bandung:Alfabeta.," *Metod. Penelit. Kuantitatif, Kualitatif dan R D.BandungAlfabeta.*, 2012, doi: 10.1017/CBO9781107415324.004.