

Teaching Vocabulary through Story Telling for Young Learners

FARIZAWATI: Universitas Jabal Ghafur, Aceh, Indonesia - farizawati83@gmail.com

RAMLAN: Universitas Jabal Ghafur, Aceh, Indonesia - ramlan@unigha.ac.id

TASNIM LUBIS: Politeknik LP3I Medan, Medan, Indonesia – tasnimlubis@yahoo.com

ABSTRACT

The objective of this study is to investigate the effect of using story telling in teaching vocabulary for fifth grade students at SDN 1 Peukan Pidie, Sigli. An experimental design was used in this study and the data were collected through a test as the instrument. The population of this study was all the students of SDN 1 Peukan Pidie, Sigli and two classes were taken as the sample. These classes were classified into the experimental and the control classes. The experimental class was taught by using story telling, while the control class was taught by memorizing words. The pre-test and the post-test were used in collecting the data. The research finding showed that the mean score of the post-test of the experimental class was higher than that of the control class (77.1>65.1). Furthermore, the result of t-test of the experimental class was higher than that of t-test of the control class (10.98 >7.45). These data indicated that the students taught by using story telling achieved better score than those taught by using memorizing words. Hence, the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected.

Keywords : *story telling, vocabulary, young learners*

INTRODUCTION

Talking about language means that talking about vocabulary. Language is very important in human life. In another words, there is no life without language. When human beings were born, they started to speak by their own words. For example: while they are hungry and thirsty, they cry and ask something. That is their language, and that language is formed by some words or vocabulary. Moreover, vocabulary is existent in all of language aspects (speaking, writing, reading, and listening). In Indonesia, English has been taught from elementary schools to university levels. Based on the 2006 curriculum, English at elementary school is taught as the local contents to serve the need of the local community. At this level students learned English for the first time. In this case, the teachers' skill is very important thing, not only in speaking, writing, listening, and reading, but also in motivating students. Actually, young learners are very easy to be influenced and motivated in teaching-learning process. Lubis (2015) noted that students with high motivation and have English environment such as course, English club and so forth, will be easier to achieve and develop their English well. The students with negative attitude such as lack of self-confidence to speak, afraid of make mistake in speaking, and afraid of teasing from their friends will difficult to achieve English because they don't want to practice at all. Although they have been known a lot of vocabularies, it will disappear if they don't want to use them in daily life practice. All of these depend on the way and proclivity of teachers. Based on the basic competence in the 2006 curriculum, vocabulary is the main aspect in speaking, reading, listening and writing. In this case, without mastering vocabulary the students do not understand and cannot say something especially in telling a story.

Vocabulary is one of the elements in language that cannot be separated from learning English. It is hard to master the four language skills without mastering or understanding a number of words because vocabulary is a fundamental of language learning. Lubis (2017) states that the ability to master vocabulary is not only limited to know them but also know how to use them. This is an important conclusion because it affects the way in which learners deal with language learning. It affects the amount of learning expected,

the type of learning, receptive or productive needed. Nation (1990) states that “the goal that teachers or learners set for learning English will affect the way vocabulary is selected”.

Vocabulary is one of the three aspects of language together with grammar and pronunciation. It plays an important role in listening, speaking, reading and writing. Developing students' vocabulary is one of the most important duties for an English teacher. Vocabulary should be taught from the beginning that is from kindergarten to give them chance to learn English. The teachers' techniques make the English lesson more exciting if it is related to their different world. The outdoor activity technique is used for teaching vocabulary such as pictures, songs, games, and puzzles, etc. When the writer was doing a preliminary research at SDN I Peukan Pidie, Sigli, (from March, 3rd to 11th 2014) the writer got some problems both from teachers and from students. Firstly from English teachers, one English teacher told the writer that the teachers' method and technique used are not various. The writer also asked some teachers about the teaching technique used. They said that they do not have enough books about learning methods besides they do not have enough time to read since they were very busy with the schools' administration, training and other educational programs. Secondly from the students, most of them could not tell about their daily activities in English. It means that they did not master vocabulary. When the writer asked the students, some of them told the writer that they had high proclivity but the facility was limited. For example, books and dictionaries. The students' background and environment also influence their English ability. Most of the students are poor, their parents' care are less toward English because they do not fully understand about the advantages of learning English.

Why the writer apply the story telling, because children love stories. Young children are great in mimic and imitating sounds is a natural part of child culture. The young children are also less self-conscious and not afraid of making mistakes, and they are naturally curious and want to try out new things. This research is also supported by some previous researchs. The first study was conducted by (2013) Arum. The study is a library research. Her research used qualitative study. It more focused on students' proclivity entitled “The Role of Story Telling Technique to Increase Children Interest in Reading and Adding Vocabulary” In Islamic Kindergarten DPW of State Islamic University of Sunan Kalijaga Yogyakarta. The result of her research was that story telling has some roles to increase children interest to read especially in mastering vocabulary when using the book as the media. The second study was conducted by (2013) at SDN Mangunsari, Semarang to the Second Grade Students, entitled “Increasing Students' Ability in Understanding Folktales through Story Telling Technique by Using Wayang Kartun (Peningkatan Ketrampilan Menyimak Dongeng Melalui Model Paired Story Telling dengan Media Wayang Kartun)”. It was an action research. The results showed that the Story Telling Technique was proved to increase students' ability in understanding the tales.

The purpose of this study is to find out if there is any significant difference in students' vocabulary achievement between students who are taught by using story telling and those who are taught by Memorizing Words for the fifth grade students at SDN I Peukan Pidie, Sigli. The main purpose of the study is to answer the following research problem: Is there any significant difference in students' vocabulary achievement between students who are taught by using story telling and those who are taught by Memorizing Words?

This study will focus on using story telling in teaching vocabulary to young learners for the Fifth Grade Students at SDN I Peukan Pidie, Sigli. In addition, the students sit in group, listen, discuss a story

with their friends and retell the story. In the discussion, the students get new vocabulary from the story. After that they will retell the story by using their own words. The learning material was about “My Hobby, Are You Hungry, Parts of Body and Monster”.

METHOD

In conducting this study the writer used an experimental research. This study tried out one or more variable which influence others. The experimental study was an attempt conducted by the writer to maintain control over all factors that may affect the result of the experiment. According to Ary et al., (2002) “experimental research is a scientific investigation in which the researcher manipulated one or more independent variables, controls any other relevant variables, and observed the effect of the manipulations on the dependent variable”. In doing this study, two classes were taken as sample, one class as an experimental class and another one as a control class. Both of treatments were aimed to find out information about developing students’ vocabulary by using story telling. In this case, the use of story telling was an independent variable, whereas Teaching Vocabulary to Young Learners was a dependent variable. In this sense, the first aim of the experimental study was to determine the relationship between independent variable and dependent variable to answer the research problems.

DISCUSSIONS

Some Definitions of Vocabulary

Langan (1997) says that a good vocabulary is a vital part of effective communications. A common of word can make a better speaker, listener, reader, and writer. In learning English, students shall realize what they did when receive the language assignment. They shall be guided to understand the assignments that were connected to their habit of using own language to enrich vocabulary. Vocabulary is one of the elements in language that cannot be separated from learning English. It is hard to master the four language skills without mastering or understanding a number of words, because it is fundamental in language learning.

Vocabulary is a number of words or phrases; it is usually arranged and translated systematically. Ur (1996) states that vocabulary can be defined, roughly, as the words we teach in the foreign language. Wright (1995) defined vocabulary as follow: (1) stock of words used by person, class of people, profession, etc. (2) a collection or list of words, usually in alphabetical order and defined.

From the definitions above, we can conclude that vocabulary is a number of words or phrase which can help the learners in communicating and understanding in teaching learning process as foreign language. People can say a lot with words. There is not much you can say with grammar only. It means that, vocabulary is an important element needed for accomplishing four skills in English: reading, speaking, listening and writing.

Accordingly, Nation (1990) states that vocabulary is not just words. When talking about vocabulary, it belongs meaning and using it in appropriate structure. There were four different ways to think about words: Meaning, when a new word found, the first thing shall to known was what it means. Pronunciation, when a new word learned, made sure that how to say it well. Make sure the stressing of each syllable. Use a dictionary or ask the teacher how to pronounce the words. Collocation, collocation is the way to combine a word with other words. There is a little point in knowing the word *risk*, unless also know the verb which

goes with-it *take a risk*. It can be said that *take* collocates with *risk*. In the same way *deep* and *shallow* are adjectives which collocate with water. Expressions, expressions are groups of two, three, four or more words which always go together. For example, when someone surprises on something, he/she would be widened his eyes or open his mouth. For example, WOOOW!!!

Story Telling and the Advantages

“Story telling is the art or craft of narration of stories in verse and/or prose, as performed or led by one person before a live audience; the stories narrated may be spoken, chanted, or sung, with or without musical, pictorial, and other accompaniment and may be learned from oral, printed or mechanically recorded sources, one of its purposes may be that of entertainment” (Wright, 1995). Luongo-Orlando (2001) argues that “Story telling is the art of sharing aloud mythology and legend, fables, folk, and fairy tales, family stories and original tales in the oral tradition”. Moreover, Calderhead & Shorrocks (1997) states that “Story telling is the act of using voice and body language to communicate a narrative directly from one person to another”. Furthermore, Leung (2004) argues that “Story telling is about organizing information into a meaningful context, conveying emotion and building community”. Based on those definitions, it can be inferred that story telling is literary text that is full of sequence of events and the act of using voice and body language to communicate the text from one person to another in colorful ways to create scenes.

There are some types of stories (Munden and Myhre 2007): myths, epics, legends, folktales, fairy tales, fable and religious stories. In conclusion, stories can be used in English foreign language leaning to teach the language, to entertain, and to explain the culture. In using the stories in classroom, teachers shall consider the importance of stories, the characteristic of good stories, and types of stories which is suitable for students. Teaching English through stories needs a good technique. According to Wright (1995), “the teachers shall consider the technique just before telling the story, the ways of the beginning, the manner, voice, language, and body”. Teachers can use stories to teach language and to introduce other subjects such as culture and society. Stories from around the world are excellent to use in the classroom, but teacher also need to use stories from the students’ own culture and heritage. “Using local or national stories insure that the students know the background culture and may already know the stories” (Mixon and Temu 2006). Story telling offers not only personal experience but also a universal experience encompassing world cultures. Through story telling students acquire cultural literacy to make their language learning meaningful. According to Thomkin & Hoskisson (1995), “stories give meaning to the human experience, and they are a powerful way of knowing and learning”. Students develop an understanding about stories as they read and write stories during learning activities at school. Sharing stories with students is an essential part of their growth in literacy because stories:(1) increase students’ knowledge and understanding of other races and beliefs, (2) introduce students to a wider range of story sharing experiences, (3) stimulate students’ imagination, (4) expand vocabulary and provide students with good models of usage, enunciation, and pronunciation, (5) encourage students to listen, concentrate, and follow event-structured material, (6) challenge assumptions and introduce new ideas in a no threatening way, (7) develop students’ thinking skills, (8) nurture and encourage a sense of humor, and (9) increase students appreciation of literature and reinforce cultural values” (Jalongo 2000). Some reasons that make story telling are recommended in EFL speaking classroom: “(1) Story can motivate and make students interested because the contexts of the stories can attract listeners and promote students’ attention to communicate, (2) stories are regarded as the models

of language and treasures of the culture because for hundreds of years thousands of stories have been created. So, from the story, learners at various language level and age can find suitable stories to be read and told. Besides, stories are inexpensive and can be easily accessed, (3) the lively and real life contexts created in the story can encourage the readers or listeners especially students to talk and discuss each other" (Jianing 2007).

Young Learners and Their characteristic

Young language learners are those who learn a foreign or second language during the first six or seven years of formal schooling. In the education systems of most countries, young learners are children who are in primary of elementary school. "In the terms of age, young learners are between the ages of approximately five and twelve, most of young language learners can be called bilingual" (Mckay 2001). "There were three general categories of characteristics of young learners: growth, literacy and vulnerability" (Mckay 2001). Children brought to their language, personalities, likes, dislikes and interest, their own individual cognitive styles and capabilities and their own strengths and weaknesses. The multiple intelligence is one of the Gardner's theories. Furthermore, McKay (2001) also states that "children vary individually across eight types of intelligence- linguistic, musical, logical, mathematical, spatial, bodily kinesthetic, interpersonal, intrapersonal and naturalistic". Furthermore, because of differences in their socioeconomic, cultural, and families' background, children's experience and knowledge of their individual world, thus, with regard to individuality, children were no different from older learners. Young learners mean children from the first year of formal schooling (5 or 6 years old) to eleven or twelve years age. Young learners have own special characteristics that differentiate them from adult learners. There shall be known and understood by the teacher to give contribution to improve their quality of teaching and learning process. In relation to this, Halliwell (1992) clarifies the characteristics of children; "1) Children are already very good in interpreting meaning without necessarily understanding the individual word. 2) Children already have great skill in using limited language creativity, 2) Children frequently learn indirectly rather than directly, 3) Children take good pleasure in finding and creating fun in what they do, 4) Children have a ready imagination, children words are full of imagination and fantasy, and it is more than simply matter of enjoyment".

Furthermore, the characteristics of young learners are also mentioned by Clark (1981) "Children are developing conceptually, 1) they develop their way of thinking from the concrete to the abstract thing, 2) children have no real linguistics, different from the adult learners that already have certain purpose in learning language, for instances, to have a better job, children rarely have such needs in learning a foreign language. They learn subject what school provide for them, 3) children are still developing; they are developing common skill such as turn talking and the use of body language, 4) young children are very egocentric, they tend to resolve around themselves, 5) children get bored easily. They have no choice to attend school. The lack of the choice means that class activities need to be fun interesting and exciting as possible by setting up the interesting activities".

In relation to Kinds of the learning style, Gardner (1993) states that "young learners have three ways in leaning: firstly audio, the young learners learn by listening in order to understand and memorize easily. Secondly visual, the young learners more focus on eyesight in learning process. Thirdly kinesthetic, the young learners learn based on an experience and they feel the learning is valuable". Furthermore,

because of differences in their socioeconomic, cultural and home background, children bring with them an experience and knowledge of the world that is individual. Thus, with regard to individuality, children are no different from older learners. These characteristics fall into three general categories: growth, literacy, and vulnerability. As children progress from 5 years old to 12 years old, they are developing abilities to think in new ways and are moving towards being able to reason in a systematic and logical fashion in adolescence. Children are novices as they learn, with help from others, to become more expert in solving problems, in reading and in many more activities. In early elementary grades, from age five to seven, children are continuing to learn from direct experience. They are developing their understanding of cause and effect, for example; I will be a cleverer if I am diligent to study. They are continuing to expand their use of their first language to clarify thinking and learning. "As children move into upper elementary grades they move towards more objective thought, being able to recognize" Slavin (1995). They are still gaining understanding from direct experience through objects and visual aids. At 11 to 13 years of age, they are beginning to develop the ability to manipulate thoughts and ideas, but even at this age still need hands on experience. Knowledge of children's cognitive stage of developments is important for the effective assessments of young language learners. Young learners are also growing socially and emotionally as they are learning language in their elementary school years. They are gradually developing from a main interest in self towards greater social awareness. They are also developing a growing understanding of the self in relation to others and an ability to function groups. Their need for love, security, recognition and belonging accompanies a gradual shift from dependence on adults to peer group support and approval. "Socially, most children are gaining in confidence and reducing dependency as they progress through from 5 to 12 years of age the young learners learn to interact with their peers, to deal with hostility and dominance, to relate to a leader, to lead others, to deal with social problems and to develop a concept of self" (Mckay 2001). It means that they are developing the ability to take part in small group tasks. The young learners are beginning to develop feelings of independence but may become anxious when separated from familiar people and places. By the time they are around 11 years of age, the young learners have become sociable, spending time with friends of the same sex.

FINDINGS

Table 1. The raw score of the experimental and the control class

Experimental Class				Control Class		
No	Sample	Pre-test	Post-test	Sample	Pre-test	Post-test
1	A	40	60	A	42	60
2	B	42	60	B	44	48
3	C	42	70	C	46	63
4	D	44	66	D	46	68
5	E	46	87	E	48	58
6	F	48	78	F	48	69
7	G	46	88	G	50	60

8	H	50	79	H	50	60
9	I	52	69	I	52	70
10	J	54	60	J	52	55
11	K	56	80	K	52	58
12	L	56	80	L	52	56
13	M	58	80	M	54	71
14	N	58	75	N	54	76
15	O	58	85	O	54	80
16	P	60	77	P	56	60
17	Q	60	85	Q	56	64
18	R	60	88	R	58	60
19	S	60	78	S	58	64
20	T	62	65	T	60	65
21	U	62	64	U	60	70
22	V	62	65	V	60	65
23	W	64	78	W	60	68
24	X	66	88	X	60	75
25	Y	68	80	Y	62	60
26	Z	68	78	Z	62	68
27	Za	68	78	Za	64	65
28	Zb	70	81	Zb	72	70
29	Zc	70	88	Zc	72	77
30	Zd	74	90	Zd	74	75
Total		1726	2300	Total	1678	1958

Table 2. Statistical summary of the result of normality test of the pre-test for both the experimental and the control class

	χ^2_{count}	Df	A	χ^2_{tabel}
Experimental Class	6.04	5	0.05	11.1
Control Class	103.29	5	0.05	11.1

Table 3. Statistical summary of the result of homogeneous test of the pre-test for both the experimental and the control class

	F_{count}	$[(n_1) - 1, n_2 - 1]$	A	F_{tabel}
Experimental	1.14	(29,29)	0.05	1.85
Control				

Table 4. Statistical summary of the result of pre-test for both the experimental and the control class

Sign	Experimental	S_{gab}	t-test	Df	A	t-table	Control
N	30	8.85	0.57	58	0.05	1.671	30
$\bar{X}$	57.9	8.85	0.57	58	0.05	1.671	56.7
S^2	83.62	8.85	0.57	58	0.05	1.671	73.2
S	9.14	8.85	0.57	58	0.05	1.671	8.56

Table 5. Statistical summary of the result of the post-test both the experimental and the control class

Sign	Experimental	S_{gab}	t-test	Df	A	t-table	Control
N	30	8.14	6.03	58	0.05	1.671	30
$\bar{X}$	77.1	8.14	6.03	58	0.05	1.671	65.1
S^2	88.68	8.14	6.03	58	0.05	1.671	43.89
S	9.41	8.14	6.03	58	0.05	1.671	6.62

Table 6. Statistical result of pair sample statistic pre-test and post-test of the experimental class

Group I	Sign	Score	t-test	Df	α	t-table
Pre-test-Post-test of Experimental Group	N	30	10.98	30	0.05	1.697
	$\bar{X}$	19.1				
	S^2	91.08				
	S	9.54				

Table 7. Statistical result of pair sample statistic pre-test and post-test of the control class

Group I	Sign	Score	t-test	Df	α	t-table
Pre-test-Post-test of Control Group	N	30	7.45	30	0.05	1.697
	$\bar{X}$	10.2				
	S^2	56.65				
	S	7.53				

CONCLUSION

After observing and analyzing the research by using quantitative data analysis was presented above, there were mains of the writers' conclusions on what have been found on using of story telling in teaching vocabulary to young learners. They were: students who were taught by using story telling achieve a better performance in mastering vocabulary compared to those who were taught by memorizing words. The data analysis had normal distribution and homogeneity. These main points were concluded as follow.

Firstly, according to the findings, it showed that there was significant difference in students' vocabulary achievement between students who were taught by using story telling and those who were taught by memorizing words. It could be seen from the result of the post-test for each class in which the mean of the post-test's scores on the experimental class was 77.1 while the post-test's score on the control

class 65.1. By comparing t-test score and t-table score, it showed that the result of t-test was 6.03 while the result of t-table at a level of significance with $\alpha = 0.05$ was 1.671. Thus $t\text{-test} > t\text{-table} = 6.03 > 1.671$. It meant that t-test was higher than t-table score. It could be concluded that H_a was accepted. Thus, there is significant difference in students' vocabulary achievement between students who were taught by using story telling and those who were taught by memorizing words.

Secondly, the result of t-test indicated that there was a significant effect between students' pre-test and post-test score in the experimental class after applying story telling. The result of t-test of the experimental class was 10.98 and the result of t-test of the control class was 7.45. Meanwhile, the result of t-table with the level of significance with df (α) 0.05 was 1.697. It indicated that the t-test's score of the experimental class was higher than that of the control class ($10.98 > 7.45$). Consequently, it could be inferred that the treatment used caused an effect to the experimental class in which the students of the experimental class had experience in mastering vocabulary.

Thirdly, the data analysis had normal distribution and homogeneity by resulting: for normality test was $\chi^2_{count} = 6.04$ and χ^2_{table} with the level of significance with df (α) 0,05 = 11.1 in which $6.04 < 11.1$. It meant that this data had a normal distribution. And homogeneity test showed that both the experimental and the control class were $F_{table} = 1.14$ and F_{table} with the level of significance with df (α) 0.05 = 1.85 in which $1.14 < 1.85$ it could be concluded that both of variances were homogeneous for the pre-test. Consequently, H_0 that sounds "the variances of the experimental and the control class are homogeneous" was accepted.

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