

Improving Vocabulary Using Storytelling In English Language Learning

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INTRODUCTION

- Vocabulary is one of the very important fields of language knowledge for learners in mastering a language.
- According to Hofman-Bergholm, (2022) Learning through stories is one of the many learning approaches that have been developed to maximize vocabulary enhancement in English
- Storytelling enhance vocabulary retention through engaging and interactive experiences, Considering the trend of using educational approach as teaching innovation.

LITERATURE REVIEW

Previous Article	Gap	This Article
This research shows that most students have a positive impact of using Storytelling as a vocabulary learning method, finding it interesting and motivating them to learn. (Rifiyanti & Hidayat, 2024)	The gap of this research uses younger participants (students 6-10 years old).	This article involves older students junior high school participants aged 12-13 years old
The findings of this article show that the use of Storytelling as a learning media can improve the vocabulary acquisition of EFL students (Al Zoubi, 2021)	This research uses a descriptive-analytical method that is less in-depth in analyzing the causal relationship between storytelling and the improvement of vocabulary acquisition.	This article explores about the influence of storytelling in developing vocabulary acquisition through quantitative pre experimental

RESEARCH QUESTION

- How is the effect of using Storytelling to improve student vocabulary?

RESEARCH METHOD

Research design	Quantitative method
Research setting	<ul style="list-style-type: none">• SMP Muhammadiyah 5 Tulangan• 19 Students at 7th SMP Muhammadiyah 5 Tulangan• A month data collection• Because this school rarely uses teaching tools in its learning, therefore the use of storytelling will interactive because storytelling to convey innovative teaching method
Data collection technique	<ul style="list-style-type: none">• Pre-Test and Post-Test: A test consisting of 20 questions, 10 multiple choice questions and 10 short answer questions matching word questions was designed to measure students' vocabulary comprehension before and after using story telling.
Data analysis	<ul style="list-style-type: none">• The results of the pre-test and post-test were analyzed using normality test and non-parametric test used to compare pre-test and post-test scores in SPSS.

DATA ANALYSIS

- There are two processes in the processing of quantitative data. The normality test are statistical requirements for hypothesis formulation are the first steps. This study examines the effectiveness of Storytelling in improving the vocabulary of students at SMP Muhammadiyah 5 Tulangan, which consists of 19 seventh-grade students (14 boys and 5 girls). Additionally, the researcher also conducted data analysis to determine the impact of the intervention, which will be explained below:

- A. Normality Test:** To ensure that the data to be analyzed has a normal distribution, a normality test is conducted.
- B. Hypothesis Test:** Following the completion of the normality tests, which guarantee that the data are normally distributed, the next step is to examine and validate the hypothesis. To Find out if the hypothesis should be accepted or rejected, hypothesis testing is done. the Wilcoxon signed-rank test was utilized to assess the hypothesis and ascertain whether a significant difference

RESULT

Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.241	19	.005	.858	19	.009
Post-Test	.311	19	.000	.776	19	.001

- The Shapiro wilk data acquired for the Experiment Pre-test of 0.009 and the Experiment Post-test of 0.001 are shown in the normality test findings in Table 1. The data is considered not normally distributed since the values of 0.009 and 0.001 are less than 0.05, or 0.009 and $0.001 < 0.05$.

RESULT

Hypotesis Test

- H_0 = Storytelling does not affect the improvement of students' vocabulary in learning English.
- H_1 = Storytelling influences the improvement of students' vocabulary in learning English.

Ranks				Test Statistics ^a	
		N	Mean Rank	Sum of Ranks	Post-Test - Pre-Test
Post-Test - Pre-Test	Negative Ranks	0 ^a	.00	.00	Z Asymp. Sig. (2-tailed)
	Positive Ranks	13 ^b	7.00	91.00	
	Ties	6 ^c			-3.215 ^b .001
	Total	19			

- Based on the results of the Wilcoxon Signed Ranks Test for paired samples, the significant value (2-tailed) is 0.001, which is less than 0.05. Thus, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. When the scores from the pretest and posttest were examined, it was found that the use of storytelling media significantly improved students' vocabulary. The comparison of scores from the pretest and posttest findings shows this.

DISCUSSION

- Positive perception also can be found in various research with storytelling as learning media.
- The storytelling method can be used as an alternative strategy by teachers in teaching English vocabulary at the junior high school level, especially in the 7th grade.

CONCLUSION

- This study shows the impact of storytelling as a useful because can helps students in the classroom develop their vocabulary, this makes them to succeed in English language learning activities.

DOCUMENTATION

