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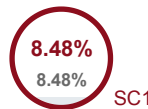
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Improving Vocabulary Using Storytelling In English Language Learning

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Page | 1  
2 | Page  
Page | 3

Abstract. This research aims to determine the improvement in students' vocabulary mastery through storytelling strategies in the 7th grade at SMP Muhammadiyah 5 Tulangan. The research method used is quantitative, employing pre-test, treatment, and post-test. The test was conducted to determine the development of students' vocabulary before and after the treatment. The results of the hypothesis test using the Wilcoxon signed-rank test show a significance value of 0.001 (p < 0.05), which means there is a significant difference between the pre-test and post-test scores. From the data, it can be concluded that there is an increase in students' vocabulary acquisition through storytelling learning.  
Keywords - Vocabulary, Storytelling

**Abstract.** Penelitian ini bertujuan untuk mengetahui peningkatan penguasaan kosakata siswa melalui strategi bercerita di kelas 7 SMP Muhammadiyah 5 Tulangan. Metode penelitian yang digunakan adalah kuantitatif, dengan menggunakan pre-test, perlakuan, dan post-test. Tes dilakukan untuk menentukan perkembangan kosakata siswa sebelum dan sesudah perlakuan. Hasil uji hipotesis menggunakan uji Wilcoxon signed-rank menunjukkan nilai signifikansi sebesar 0,001 ( $p < 0,05$ ), yang berarti ada perbedaan signifikan antara skor pre-test dan post-test. Dari data tersebut, dapat disimpulkan bahwa terdapat peningkatan dalam perolehan kosakata siswa melalui pembelajaran bercerita.

## 1. I. Introduction

English is a gateway to a vast world of human achievement. Learning this language gives learners access to the most recent research papers, books, and other educational resources that are unavailable in other languages. This contributes to the enhancement of knowledge and skills in various fields. One of them is that vocabulary is crucial while using English since more frequently words someone knows, more skilled one is at understand difficult texts, accurately expressing thoughts, and contributing to discussions [1]. Academic vocabulary should be aimed at students learning English; the same applies to technical vocabulary for students concentrating on specific topics. Learning vocabulary through high-intensity methods is very beneficial for learners, and therefore it should be addressed explicitly. All learning depends on the method of teaching. Learning through stories is one of the many learning approaches that have been developed to maximize vocabulary enhancement in English [2].

Learning through storytelling has proven effective in increasing student participation in the learning process. Storytelling involves children's imagination, making language learning enjoyable and motivating. Stories provide a fun and meaningful context, helping children understand vocabulary, sentence structure, and verbal expressions[3]. This can create a fun and motivating learning environment that helps children grasp the concepts being taught. Storytelling is an engaging method because it can bring lessons to life and encourage cognitive and emotional involvement.

According to Hidayat [3], it was found that the positive impact of storytelling is that students not only learn new vocabulary but also understand the meaning and usage of those words in sentences, which enhances their ability to use vocabulary in the appropriate context. However, it was also found that the challenges faced by previous researchers were that each student has a different level of understanding, so some find it difficult to follow the storyline well. Some students may encounter difficulties in understanding the vocabulary or sentence structure used in the story, causing difficulties for students who cannot follow the storyline well. It was also found in previous research that storytelling is an effective way to help young students learning English as a foreign language (EFL) develop their vocabulary[4]. In addition to expanding vocabulary, storytelling has also been proven to support the development of other language skills, such as listening, reading, writing. However, it was also found that the challenges faced by previous researchers were often that some stories might use language or sentence structures that are too complex for young students to understand, causing confusion that can reduce the effectiveness of learning. Furthermore, older subjects and quantitative methods will be used in this research. The novelty of this research lies in its integration to enhance vocabulary acquisition in a meaningful and engaging way. This approach not only caters to various learning styles but also leverages interactive preferences. Moreover, this research uniquely investigates the dual role of storytelling-not only as a method to enhance vocabulary but also as a means to foster emotional and cognitive engagement, thereby deepening language comprehension and retention.

Vocabulary is one of the very important fields of language knowledge for learners in mastering a language. However, to be able to utilize all the potential offered by English, mastery of vocabulary becomes a very crucial aspect. Teaching vocabulary should be the first step for students in learning a language[5]. Teachers must teach well in order to impart quality language skills. In English language learning, teachers must be creative by providing a more innovative approach, one of which is through storytelling [6].

According to Bergholm Storytelling is the best way to teach because it responds to students' needs to understand experiences by using the cultural understanding generated. Storytelling can also help and enhance student relationships, helping them acquire new knowledge and learn from others[7][8]. Additionally, students have the opportunity to build genuine relationships with their peers through sharing and processing stories reflectively. Storytelling as a method of knowledge management, a way to convey information intended for an audience and provide a sense of information, he added that stories create a natural connection between events and ideas, and how everything ends. Storytelling is the act of someone narrating a coherent story about an event or a series of events to one or more listeners without using written text[9].

Considering the trend of using educational tool as a means of teaching innovation, authors have used storytelling is tool to convey innovative teaching methods[10][11]. One of the tool that can be used to teach English, specifically vocabulary. The use of educational tool like this can be a useful for improving collaboration in the classroom because it allows students to learn in a unique way[12]. These things correlate with the existence of a learning method, especially one that is innovative and interactive. It should be noted that one of the key characteristics of the Alpha generation at this time is the use of English as an international language, which serves **not only as a communication tool but also as a** teaching tool[13]. This results in a connection with storytelling as a collaborative tool that can support successful learning. Through storytelling, students benefit from this process in the development of their academic skills, such as research, and its presentation in an interactive manner. This strategy can be utilized to convey English vocabulary material. In addition to examining the impact of storytelling on vocabulary, this research also looks at how effective storytelling is as a creative teaching method and how narration can enhance student learning and performance[14]. **The objective of this research is to** investigate how storytelling enhances vocabulary learning through quantitative methods. Based on this, the **objective of this research is to find** answers to the following research question:

How is the effect of using story telling to improve student vocabulary?

## 2. II. Method

In this study, the researchers plan to use quantitative techniques to examine the impact of storytelling on students' vocabulary acquisition in English. This research uses quantitative data analysis techniques, which focus on numbers and the use of statistics to process information. The purpose of quantitative techniques is to investigate and understand certain phenomena in a structured and objective manner[15]. Quantitative methods allow researchers to find patterns, connections, and trends in the data. They can also evaluate the strength and direction of the relationship between the variables being studied. Thus, researchers can produce research results that can be used by many people. This method also provides a strong foundation for making conclusions and recommendations based on objective data.

This researchers uses a quantitative approach with a pre-experimental design. To collect data, the researchers involved three main stages: pre-test, treatment, and post-test. The first stage, the pre-test, was conducted to determine the initial abilities of the participants before the treatment was given. In the pretest, there are 20 questions, consisting of 10 multiple-choice questions and 10 short answer questions. Next, the participants attended special learning sessions designed as part of the treatment. After all the sessions were completed, a post-test was conducted to see if there were any changes in their abilities. In the posttest, there are 20 questions, consisting of 10 multiple-choice questions and 10 short answer questions. The results of this stage are then analyzed statistically to determine the extent of the impact of the treatment provided. With this approach, the research is expected to provide a

clear result of the effectiveness of the applied learning strategies.

The population of this study is the students of SMP Muhammadiyah 5 Tulangan, while the sample consists of 7th-grade students. Data were collected and analyzed to assess the impact of using storytelling on the improvement of students' vocabulary. The main objective of experimental research is to establish a cause-and-effect relationship between variables. Experimental design is one type of explanatory research. Similar to survey research, experimental research focuses on the methods used to collect data.

In the data collection conducted at SMP 5 Muhammadiyah Tulangan, the researcher taught the material about parts of the school, comparing with the material provided by the teacher. At the beginning of the class, the researcher gave a pretest with the same material being taught, which was parts of the school. After completing the test, the researcher began to explain and teach the material on parts of the school using PowerPoint as a learning tool to show pictures of the parts of the school. Then, the researcher guided the students to read the names of the rooms in the school one by one. After that, the researcher started playing a video as an educational tool, telling the story of a new student who gets to know the parts of school. After that, the researcher resumed the process by pointing to one student to guide their classmates in reading. After that, the researcher asked the students to write the parts of the school in their books. In the next stage, the researcher displayed pictures of the rooms, and the students named those rooms. **After that, the researcher gave a post-test to** analyze the students' vocabulary development.

### III. RESULT

There are two processes in the processing of quantitative data. The normality test and statistical requirements for hypothesis formulation are the first steps. The researcher using SPSS 22 and choose the Wilcoxon signed rank test because it is the non-parametric test that best correlates with the characteristics of the data in this study. Because the data being analyzed are paired data (from **pre-test and post-test scores** of the same students). because the results of the normality **test\_ using the Kolmogorov-Smirnov Shapiro-Wilk** indicate that the data is not normally distributed (significance value  $< 0.05$ ). The reason for not being normally distributed is that the sample size is too small, which is 19 people, making the normality test very sensitive to small deviations, so the data distribution is more easily considered non-normal. In this case, parametric tests like the paired sample t-test cannot be used. The use of the Wilcoxon Test, specifically the Wilcoxon signed-rank test, is the next step after the necessary testing is completed. This study examines the effectiveness of storytelling in improving the vocabulary of 19 seventh-grade students (14 boys and 5 girls) at SMP Muhammadiyah 5 Tulangan. Additionally, the researcher also conducted data analysis to determine the impact of the intervention, which will be explained below.

#### Normality Test

To ensure that the data to be analyzed has a normal distribution, a normality test was conducted. The experimental class pretest-posttest data was tested for normality using the following procedure:

The Kolmogorov-Smirnov test, a statistical method widely recognized for its versatility in examining and comparing the distribution characteristics of two different groups, was used to conduct a thorough and meticulous normality test as part of an extensive and detailed research study conducted at SMP Muhammadiyah 5 Tulangan to explore and assess the effectiveness of incorporating storytelling media as a pedagogical tool to improve students' English vocabulary among a specific group of grade VII students. The **primary objective of this study is to** determine if the pretest and posttest scores related to the use of storytelling media reflect a normal distribution, which established a crucial normality principle.

#### Tests of Normality Kolmogorov-Smirnova 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 0.09 and the Experiment Post-test of 0.01 are shown in the normality test findings in Table 1. The data is considered not normally distributed since the values of 0.09 and 0.01 are less than 0.05, or 0.09 and 0.01  $< 0.05$ . Consequently, the Wilcoxon Signed Rank test will be used in the following step to evaluate the hypothesis.

In the research conducted at SMP Muhammadiyah 5 Tulangan, a normality test was performed to assess whether the scores obtained from the use of storytelling follow a typical distribution pattern. This step is important to ensure the validity and reliability of the data analysis process. By ensuring that the test scores show a normal distribution, researchers can determine the next steps in analyzing the impact of media storytelling on students' vocabulary. The results of the normality test provide assurance that the data meet the necessary criteria for statistical analysis or not, which strengthens the credibility of the research findings.

#### Hypothesis Test

The next stage is to investigate and validate the hypothesis after running the normality tests, which ensure that the normally distributed. Hypothesis testing is performed to determine if the hypothesis should be accepted or rejected. Since the data were not normally distributed, **the Wilcoxon signed rank test was employed to** assess the hypothesis and ascertain whether **there is a significant difference** in the mean scores. The following are the outcomes of the hypothesis **test**:

Ranks			
N	Mean Rank	Sum of Ranks	
Post-Test - Pre-Test	Negative Ranks	0a	.00 .00
	Positive Ranks	13b	7.00 91.00
Ties	6c		
Total	19		

#### Test Statisticsa

Post-Test - Pre-Test  
Z -3.215 b  
Asymp. Sig. (2-tailed) .001

**Based on the results of the Wilcoxon** Signed Ranks Test for paired samples, the significant value (2-tailed) **for the paired sample t-test** is 0.001, which is less than 0.05. Thus, the alternative hypothesis (H1) **is accepted and the null hypothesis (H0) is rejected**. When the scores **from the pretest and posttest** were examined, **it was found that the use of** storytelling media significantly improved students' listening skills. The comparison

of scores **from the pretest and posttest** findings shows this.

After completing the necessary analysis tests, such as the normality test to ensure the data meets statistical standards, hypothesis testing is conducted to assess how the use of storytelling media affects the vocabulary of students at SMP Muhammadiyah 5 Tulangan. If **there is a significant difference between the average** pretest and posttest scores, it is assessed **using a paired sample t-test**. Based on the hypothesis test results, the alternative hypothesis (H1) is accepted and **the null hypothesis (H0) is rejected with a significant** value (2-tailed) of 0.001, which is below the threshold of 0.05. The comparison of scores before and after the intervention shows that the use of storytelling significantly improves students' vocabulary. At SMP Muhammadiyah 5 Tulangan, the hypothesis test results provide strong evidence of the value of using storytelling in English language teaching.

#### IV. DISCUSSION

**Based on the results of the** previous chapter, **the purpose of this research is to** determine whether the use of storytelling learning materials can improve vocabulary or not. In short, the research conducted at SMP Muhammadiyah 5 Tulangan shows that the use of storytelling in English class improves students' vocabulary and learning. students' vocabulary showed a significant increase of 0.001 &lt; 0.05 in the hypothesis test results after the use of storytelling, which confirms the rejection of H0 and the acceptance of H1. This shows how the use of storytelling improves students' English vocabulary in class.

Based on the result of the improvement of vocabulary students score after using storytelling by Noviya research. There are 34 fifth-grade students at SDN 2 Lowokwaru who received treatment using storytelling to improve their English vocabulary. and showed positive results with The results of the students' vocabulary mastery test meet the success criteria, according to statistics. The actual standard score was surpassed by 31 students, or 91.1% of the total. It appears that nearly 85% of the students scored higher than 75. Only three students, or 8.83% of the total, scored below the standard. This means, using english storytelling is effective in improving students' vocabulary. [16]

The above finding is consistent with an earlier study conducted by Kalantari who reported 30 students aged 8 to 14 years. showed positive results with an increase through the storytelling treatment with an average of 16.86 points per participant, indicating that the treatment significantly influenced the students' vocabulary. [17]

This research is supported by Wafa Salah's study. This research involves **30 students in the experimental group and 30 students in the control group. the experimental group** showed an increase of 46.29 with a standard deviation of 9.96 on the post-test, while the control group scored 36.37 with a standard deviation of 8.2. This difference indicates a significant improvement in the experimental group compared to the control group. This shows the effectiveness of using storytelling in enhancing vocabulary in English language learning. [18]

In the research conducted by Agus, the effectiveness of storytelling on elementary school students in Thailand was tested. by involving 44 students divided into 2 classes, **namely the experimental class and the control class, each with** 22 students. The results showed an improvement **in the experimental class. The average pretest score was** 67.5, while the posttest score increased to 77.5, indicating an improvement of about 10 points. **For the control class, the average pretest score was also 67.5, and the posttest** results were not specifically mentioned, but the data shows that the improvement was not as significant as in the experimental group, and the final scores tended to be lower compared to the experimental group. It consequently can be seen that the storytelling technique with Thai folktales is effective in improving students' vocabulary skills, as evidenced by the more significant score increase in the experimental group.[19]

In the research conducted by Nathanel, which discusses vocabulary learning through storytelling involving 18 junior high school students in Central Java. The results showed that around 70% of the students stated that storytelling could influence vocabulary comprehension. The high positive results regarding storytelling indicate its potential as an effective learning strategy. To enhance the effectiveness of learning, systematic interventions and further training for both students and teachers on how to consistently integrate storytelling into the teaching and learning process are necessary.[12]

According to research conducted by Ummah using qualitative techniques on vocabulary improvement through storytelling. It was explained that fifth-grade students achieved positive results in the research that used storytelling to improve vocabulary. Then the author also stated that The right methodology, such as storytelling, can significantly enhance the effectiveness of foreign language learning at the basic level. Using stories as a methodological strategy can make learning more interactive and enjoyable, encouraging students to remember new vocabulary.[20]

Based on the research conducted by Rahayu and Ummayah, which used the storytelling method to improve vocabulary through a quasi-experimental method involving two classes, **the experimental class and the control class, the experimental class** showed an improvement with a score increase of 9.2, unlike the control class which had an insufficiently significant increase of 6.9. This shows significant results with an improvement in the experimental class, the authors state that storytelling is an appropriate method for teaching English vocabulary.[21]

The research conducted by Nasikhah on 6th-grade students at SDN Keras 1 Diwek Jombang, involving 20 students, yielded positive results regarding the influence of vocabulary learning through storytelling. The author also states that telling a story can develop students' language abilities, among them are listening, speaking, and vocabulary that students have will increase well.[22]

From various previous studies that support these findings, it can be concluded that the use of storytelling in English language learning, particularly in enhancing students' vocabulary. because the use of stories in learning provides an extraordinary learning experience. Therefore, the results of this study are consistent with the findings of other research. Because this research was conducted in a junior high school, it may differ from previous studies, which often focused on elementary school students. In addition, only one class sample was used in this study.

#### V. CONCLUSION

The research results show that the use of storytelling media for teaching English can improve students' vocabulary mastery, as evidenced by the pre-test, treatment, and post-test. The results of the hypothesis test indicate that the use of storytelling media in English classes at SMP Muhammadiyah 5 Tulangan has an impact, evidenced by a significant difference of 0.01 &lt; 0.05, which supports the rejection of H0 and the acceptance of H1. The analysis results show a normal status, meeting the prerequisites for statistical testing. The results of this study show how well the students of SMP Muhammadiyah 5 Tulangan are learning English and improving their vocabulary acquisition.

Conclusions of this study demonstrate the substantial effects that can be achieved by including storytelling into junior high school English language instruction. The study's findings not only demonstrate discernible gains in students' vocabulary and comprehension, but they also have wider ramifications for instructional practices. By including interactive features and captivating narratives, educators may create dynamic and attracting learning spaces that provide to various learning styles and enhance vocabulary.

In addition, by emphasizing the importance of creative learning strategies in fostering student happiness and academic performance, this study helps to improve the constantly evolving field of educational practice. The teacher can create a stimulating learning environment that fosters creativity, critical thinking, and a sense of purpose in learning all aspects of life by using storytelling quality. This study demonstrates the adaptability and impact of

storytelling as a useful tool that helps students in the classroom develop their curiosity and exploration skills, enabling them to succeed in their English language learning activities.

3. Reference

