
THE USE OF STORY TELLING TO INCREASE STUDENTS' ENGLISH VOCABULARY ABILITY

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ABSTRACT

This research was categorized as a classroom action research. In this research, the researcher researched by teaching English using storytelling to increase students' vocabulary. There were two variables of this research. They were storytelling as an independent variable and vocabulary as a dependent variable. The objective of this study was to investigate the use of storytelling to increase students' vocabulary. The population was all of SMP Negeri Yalengga from grade seven to grade nine were 100 students and the sample of the students was 19 students of VII grade. The used instruments were observation and vocabulary test. This research was done with CAR, the researcher used two cycles to find the students' percentage in cycle one and cycle two. In cycle one the researcher had given the pre-test before the lesson started. After giving the pre-test the researcher had meetings for three days, afterward the researcher gave the post-test. The students' average score of the cycle one in post-test was 46,15. It was categorized as in low category. Concerning the students' result of cycle one's post-test, the researcher decided to continue to cycle two. In cycle two, the researcher continued with the same method different vocabulary and story. The researcher also did the pre-test and post-test in cycle two, the result of cycle two's post-test was increased in very high category 86,11. Therefore, the criteria used in this study seemed have done successfully as shown by the students' test results. The students had shown great shift in terms of their enthusiasm and test result in learning English.

Keywords: Storytelling, Increase, Vocabulary Ability

ABSTRAK

Penelitian ini dikategorikan sebagai Penelitian Tindakan Kelas (PTK). Dalam penelitian ini, peneliti meneliti dengan cara mengajar bahasa Inggris menggunakan storytelling untuk meningkatkan kosakata siswa. Variabel penelitian ini ada dua. Mereka bercerita sebagai variabel independen dan kosakata sebagai variabel dependen. Tujuan dari penelitian ini adalah untuk menyelidiki penggunaan bercerita untuk meningkatkan kosakata siswa. Populasinya adalah seluruh SMP Negeri Yalengga dari kelas tujuh sampai kelas sembilan sebanyak 100 siswa dan sampel siswa kelas VII sebanyak 19 siswa. Instrumen yang digunakan adalah observasi dan tes kosakata. Penelitian ini dilakukan dengan PTK, peneliti menggunakan dua siklus untuk mencari persentase siswa pada siklus satu dan siklus dua. Pada siklus pertama peneliti telah memberikan pre-test sebelum pembelajaran dimulai. Setelah pemberian pre-test peneliti mengadakan pertemuan selama tiga hari, setelah itu peneliti memberikan post-test. Nilai rata-rata siswa pada siklus I pada post-test adalah 46,15. Hal ini termasuk dalam kategori rendah. Berkenaan dengan hasil post-test siswa pada siklus satu, maka peneliti memutuskan untuk melanjutkan ke siklus dua. Pada siklus kedua peneliti melanjutkan dengan metode yang sama dengan kosakata dan cerita yang berbeda. Peneliti juga melakukan pre-test dan post-test pada siklus dua, hasil post-test siklus dua meningkat dengan kategori sangat tinggi 86,11. Oleh karena itu, kriteria yang digunakan dalam penelitian ini nampaknya telah berhasil dilaksanakan yang ditunjukkan oleh hasil tes siswa. Para siswa telah menunjukkan perubahan besar dalam hal antusiasme dan hasil ujian mereka dalam belajar bahasa Inggris.

Kata Kunci: Bercerita, Peningkatan, Kemampuan Kosakata

INTRODUCTION

English is the international language to unite the people around the world and help people to be succeeded in every sector. In this technological era, most of the people use English as the medium of communication. Moreover, English is one of united language of states in the world and most of countries around the world use English and (Dylans Lyons. 2021) conveyed that the human population in the world is around 7.8 billion and those who speak English are 1.35 billion. Most English users are not native speakers. However, there are 360 million people who use English as their first language. Therefore, Indonesian government has obligated to the schools that English must be learnt from the kindergaten to university. By the meantioned statemet in the previous paragarph above, English is required to be learnt by people in order to adapt of the globalization era, such as to communicate with other people from abroad and to get imformation from facebook, radio, newspaper, texbook, magazine or television. Moreover, if we want to study abroad such as in America, Australia and the other countries wich mostly use English. Therefore, when we are learnig English in otherwise we are opening the widow of the world.

Here, the researcher means that we can go wherever we prefer to go because we are studying international language and English is being used by people around the world. However, you also will be lucky in many cases, such as making foreign friends, traveling abroad fearlessly and some of them have written above. There is a foundation of learning languages, it is called vocabulary. Vocabulary is the one we have been applying in four skills such as speaking, listening, reading and writing. Without vocabulary, language cannot be a language by itself. Furthermore, language cannot be separated by vocabulary.

Vocabulary is needed by people in order to express our feelings and some mentioned benefits above. Without knowing vocabulary people cannot understand each other. Furthermore, people will not have a good communication as a social humanity and when we are in a new environment or abroad we will get lost and confused whether in speaking, reading, listening and writing. Having much vocabulary is an essence to aid us to understand each other in communication and expressing

feelings or delivering ideas to the people completely and clearly.

The researcher would like to research by this topic, the use of storytelling to increase students' vocabulary based on the researcher's own experience, when the researcher was as a student in elementary school to senior high school even in university. The lack affection of vocabulary influences the students' understanding of every teachers' explanation about English in the class. Moreover, in learning foreign language, it will be more complicated with less vocabulary to understand and express feelings even the students are good at grammar.

There is a problem that the researcher proved in learning English in schools mostly in junior high school and senior high school is the teachers teach more about grammar rather than vocabulary. Therefore, the students get lack of vocabulary. However, the students cannot apply in speaking, listening, writing and reading absolutely that happens because the lack of vocabulary. By looking at the problems that occurred above, the researcher took initiative to conduct research that leads to increase the vocabulary skills of VII grade students at SMP Negeri Yalengga using the storytelling method.

The researcher also concluded questions that focus on the problem that occurred, namely: 1. Does vocabulary ability of VII grade students of SMP Negeri Yalengga be improved through storytelling?; 2. How are the students' attitudes toward the use of storytelling in the class? The researcher's objective was aimed at developing the students' vocabulary ability through storytelling for VII grade students of SMP Negeri Yalengga. Moreover, the researcher wanted to see the objectiveness of the use of storytelling to increase the students' vocabulary with an indentation if it would be helpful than it could be used in schools to help the students.

RESOURCE METHODE

This activity research review aims to further develop students' language skills through narrative practice for seventh grade students at SMP Negeri Yalengga. They tried to find answers to these problems. Efforts were made to find and carry out activities that really work on a condition by showing the reasons for the relationship between the impact of the activity and the results. Activity research is a

specific type of applied research. Abduljabar and Hidayat (2018: p.27) state that activity research is a view of working on the nature of activities in a friendly environment, including joint efforts and collaboration between scientists, experts and lay people. The motivation is to solve a particular study space problem or make a choice in one nearby place. Apart from that, Abduljabar and Hidayat (2018: p.28) also stated the following characteristics of activity research: 1) Activity research is relevant, its scope is limited and limited because it recognizes and explores problems in certain circumstances; 2) Planned to achieve continuous change and improvement; 3) It is participatory because it provides cooperative examinations by groups of partners, specialists and scientists; 4) Practical changes depend on various information or information that provides upgrades to change. The above clarification expects that activity research is a kind of examination that targets working on substandard circumstances of an educational and developing experience. This can be done by finding problems in the field and then trying to find answers to overcome these problems. It also underlines the participatory and cooperative nature of the cycle involved in leading research activities. In this exploration, collaborative activities were carried out. Specialists lead this exploration in collaboration with English courses; senior advisors, educators, spectators and eleventh grade SMP Negeri Yalengga students. This activity research study was directed through a certain cycle: finding a problem, formulating a possible solution, implementing the action, and reflecting on the outcome of the action.

This research took places in SMP Negeri Yalengga. The reason that the researcher took this school was the researcher graduated from such as this junior high school in village furthermore the researcher quite knew the students' needs and how they faced in the learning and teaching proses in class. The researcher would like to take this place to apply and solve the problem by the use of storytelling to increase students' vocabulary. Time of this research were three months. The researcher took time from April to the beginning of May 2023. On that time the reseacher used two cycles, which were Cycle One and Cycle Two. There were several steps in taking the data, such as giving Observation, pre-test, three times

teaching, post-test and questionnaire. Reseach subject was a purposive or target research. In this case, the reseacher took the subjects which was purposed to be research. The researcher took subject in seventh grade, there were 11 boys and 8 girls and the total subject of the subject were 19 subjects.

The researcher use research procedure which consist of Cycle One:1) Planning; In this step, the researcher prepared all things to teach. a. Lesson plans; b.Observation sheet; c. Research instruments; d. Storytelling; 2) Action; a. The researcher took place; b. The researcher introduced himself to the students; c. The researcher introduce the topic; d. The researcher begins explaining the storytelling; e. The researcher explain the vocabulary master of the storytelling; f. The researcher invite the students to read the story; g. The researcher let the students to translate every single words that the students have not known yet; h. The researcher teaches pronunciations of the words; i. The students were aksed by the researcher to comprehend the story; j. The students were asked to translate one paragraph.; 3) Observation; Observation is a systematic data collection approach. Researchers use all of their senses to examine people in natural settings or naturally occurring situations. Base on the statement above, the researcher took the data through observation sheet to the teacher and students during teaching and learning proces. The researcher also wrote down the principles of classroom management wich applied by teacher in the classroom and also wrote down the conducted of subject which obey and disobey the ruls in the class. The focus of observation was to see the class activity and students' self dicipline. According to (Forman And Hall, 1919, p.1) Observation is the formal term for one of the most important aspects of day-today professional practice when working with children and young people. It is how we find out the specific needs of individual children by carefully looking, listening and noting the activities of a child/young person or group of children or young people. The focusing of observation is attention to give expression to the causes and the factors happening in the field.; 4) Reflexion; Researcher observed the students learning proces during the teaching process in order to measure the students abilities, the result of this observation is filled in to the observation sheet. In the other hand, the researcher wanted

to know the whether the vocabulary can be improved through storytelling. And Cycle Two: There were several purposes of the cycle II such as handling the weakness in cycle I, to give more opportunities to students to improve students' vocabulary mastery through the storytelling. Re-planning; 1. Identify the problem from cycle I; 2. Design lesson plan of cycle II; 3. Design observation from cycle I. 1) Action; 1. The researcher applied cycle II lesson plan; 2. The researcher guided the students in teaching and learning process based on the lesson plan.; 2) Observation; In this case, the researcher will observe himself and the researcher observed the researcher while the process of teaching and learning process was running. 3) Reflection; 1. Analyzing the data from the cycle II observation; 2. The researcher and the teacher discuss about the result of the observation of cycle II; 3. Making conclusions from cycle II.

The instrument of this research is vocabulary test. In this research, a vocabulary test was can be used to measure students vocabulary mastery. According to (Arikunto. 2006, p. 150) Test can be series of the question or exercise as well the other equipment used to measure the skills. Knowledge, intelligent, ability or talent of individual. The test was given as a diagnostic formative test in the beginning of cycle I and cycle II was given was done such way in cycle I but in this case to begin a new beginning from cycle I. The researcher used short stories in each cycle. There also were the research questionnaires to know the students attitude toward the the use storytelling to increase the students' vocabulary ability and the researcher.

(Kabir 2016) Test data is the collection of input data taken for testing the application. Various types and size of input data will be taken for testing the applications. Sometimes in critical application the test data collection will be given by the client also. (Kabir 2016) defended that something (such as a series of questions or exercises) for measuring the skill, knowledge, intelligence, capacities, or attitudes of an individual or group. As the reference above, test is one of really significant to do as a teacher therefore the teacher can see the students' ability and the improvement in a specific lesson through these. There are some types of questions that the researcher will use to see the progress during the teaching and learning process. In education is call as an examination is assess the students' performance,

knowledge or skill. However, test is as an instrument to do in this research by using questions or statements form. Furthermore, the researcher find that test is to measure the students achievement on the assessment that given by the teacher to see how far the students' level of knowledge. A test is given for the determination of the students' preparation for a new course of study. Preliminary test: such as : A test of effectiveness or safety of a result period to its sale: a test to evaluate the preparedness of the students for advance studies. Furthermore, (Berry, p. 19. 2008) also define that Pre-tests are a non-graded assessment tool used to determine pre-existing subject knowledge. Typically pre-tests are administered prior to a course to determine knowledge baseline, but here they are used to test students prior to topical material coverage throughout the course. First of all, pretest is the evaluation of the previous result or to see the students' diagnose before lesson begins. According to (Dimitrov. 2003, p.159) pretest is an assessment measure given to participants before they have undergone some type of treatment as part of a research study. Thus the post-test is as a tool to see the significant of the teaching method through comparing to the previous pre-test. The researcher is helped to evaluate that how far the students' comparison of the subject.

Questionnaire is the technique of collecting data of given questionnaire or written statements to the responder to respond. These kinds of statements are efficient if the researcher know the worth of to measure and to be known the expectation of the responder. There are some principles of questionnaire that was stated by Sudirman and Maru stated (2016, p. 26). a) The content and the purpose of the question; b) The language must be selected; c) Type and form of the question; d) The question cannot be double-barred; d) Never asked the forgotten question; e) Do not drive the question; g) Very long question; h) Sequence of the question; i) Principle of measurement; j) Appearances of physical questionnaire

Data analysis uses descriptive, qualitative and quantitative methods. Data analysis of qualitative is the resulted interview on the partition or the class observation result and as a systematic synthesis based on the observation in the teaching and learning process. Quantitative data is analyzed as a statistics.

Descriptive is average comparison of the students' study result of the pre-test and post-test in cycle one and cycle two's pre-test and post-test and the result of analysis was consultancied on absolute scores conversion. To measure the studnts' score here (Arikunto, 2021, p. 281) caregorized that the students' scores were compared to the sources category of standardization as following bellow.

Table 1. Analysis Result of Conversion

Interval	Qualification
0,-39,90	Very Low
40,0-54,90	Low
55,0-69,90	Enough
70,0-84,50	Good
80,8-100	Very Good

The total score was 100 and 0-54,90 or very low to low Qualification is categorized fail and 55,0-100 or enough to very good is categorized passed. In this case, the students' scores were formulated to the students raport which have written for the teacher acorrding to the decesion. The students' result of the scores were compared with the students score of the lesson's raport. If the result of the students score of the test result ≥ 60 students' result in lesson's raport means that the student was passed. If the score of the test $60 <$ in the lesson raport result means that the student was not passed. The observation result of each students was done during the cycle one's teacing and learning process and the observation data from

the cycle one is to repare the student's attitude in cycle two.

RESULT AND DISCUSSION

This research aimed to find the efficiency of the use of story telling to incerase the students' vocabulary in grade VII. The research was being guided by the following questions: a. Does vocabulary ability of VII grade students of SMP Negeri Yalengga be improved through storytelling?; b. How are the students' attitudes toward the use of storytelling in the class? Based on the questions above, the researcher used classroom action research (CAR).

In this case the pre test was used by researcher in order to be known the diagnosis of the students' knowladge in English vocabulary. The researcher used pre-test. The pre-test was about giving the meaning, there were provided ten words in Indonesia and ten others in English by researcher. The Vocabulary were taken based on the story that the researcher used as a reference to increase the students' vocabulary and the story's topic was My Friend Jact. The pre test was individual assignment and the test was given before the learning process begin. Here was all about the students' result of pre test in cycle one. The students' score could be used parameter to see the students' vocabulary ability. The students' scores were compared to the sources category of standardization (Arikunto, 2021, p. 281). The output of the students' pre test can be seen from the following table.

Table 2. The Students' Pre-test Score Percentage (Cycle One)

No	Range	Category	Students	Percentage
1	80-100	Very high	0	0%
2	66-79	High	0	0%
3	56-65	Average	0	0%
4	40-55	Low	0	0%
5	0-39	Very low	19	100%

Based on the result of students' Pre Test, the researcher found that the students' average of their pre test result was 0,47, it was categorized as very low. Moreover, the studets were not tought before such as this lesson and had no good deagnosis of this lesson. Concerning the students' score in pre-test, the researcher was interested to use the use of storytelling to increase the students' vocabulary ability method in the research of classroom action research.

In the first phase of cycle one was about planning, there was lesson plan in order to include the use of storytelling to increase the students' vocabulary. There were some components in lesson plan which was called opening, precentation, guided practice, clossure and independent practice. Greetings and introducing topic were in opening. The students' respond to the teacher was in guiding the pratice such as the teacher devided a storytelling to the students to do translating the

sentence of the story, finding meaning of the words and rereading to the friends while memorizing the given vocabulary. At the end the teacher encouraged the students, gave the students home work and ended the class with prayer. The researcher chose a story's topic calls My Friend Jack. The vocabulary that the students were going to master was taken from the given story such as friend, hair, nose, handsome etc. The students have had the review through the storytelling. The teacher read the story out loud and the students said after the teacher read out loud. The teacher corrected the students' pronunciation and wrote some sentences on black board in Indonesian as an exercise for the students base on the words in the story My Friend Jack, the teacher asked all the students to do the exercise and the teacher checked one by one. Afterward, the teacher asked some students to write their answers on the black board and told the students to give the right answers.

The second phase was action, in cycle one as well the storytelling was used by the teacher in increasing the students' vocabulary. In the action, the teacher did not forget the lesson plan that was made by the researcher was used in this action phase. The teacher gave the provided English story (see Appendix A.3) to each students to find out the vocabulary's meaning that the students did not know using dictionary. The researcher read the story out loud and the students followed after the teacher. Afterward, the teacher helped the students with the pronunciation. The teacher divided into the same groups in order to retell and discuss the story. After the discussion, the students got opportunity to retell the discussion's result to the other groups. Afterward, the students got input from the teacher based on the students' needs. The teacher reviewed the lesson through the storytelling. The teacher divided the students in 4 groups and gave a paragraph exercise from the story to be translated into Indonesian by the students. The teacher checked every students' work and the teacher asked the students to

exchange the translated story to the other groups. The teacher gave the correct translation in order to the students correct the other's translation. Closure, in the closure the teacher gave the students encouragement, home work and closed the class with a prayer.

In the third phase contained all about observation from cycle one. This was done during the lesson was running. The researcher was as an observer in the class. Here are some points that the observer observed. 1) The topic was considered suitable for the students; 2) The time was enough; 3) Some students like learning in group and some of the students do not like; 4) Students' diagnosis of the English was lack.

The fourth phase was reflection, after the teaching, the researcher reflected on the process. The researcher noted that during the teaching and the learning process, there were positive and negative things. The positive things that the researcher implemented were building relationship with the students was good. The teacher began with a simple story and simple words. The teacher shared a lot about his experience about learning English. The students had been such enthusiasm to learn English and the students respected each other. The negative things were the teacher did not use images to help the students understand, some of the students did not get opportunity to practice public speaking. The students had not learnt yet simple present but the teacher just directly asked the students to translate the story. The researcher acknowledged that, as a human being always does good and bad as well the mentioned weakness and strength previously. However, the researcher was grateful that the weakness might give a lesson and the strength might give an encouragement.

After the process of teaching by the topic storytelling "My Friend Jack", the researcher also gave post-test with the exact topic and the same test which was done previously in pre-test to see the achievement. The result of the post-test could be seen on the following table.

Table 3. The Students' Post-test Score Percentage (Cycle One)

No	Range	Category	Students	Percentage
1	81-100	Very high	0	0%
2	61-80	High	4	21,05%
3	41-60	Average	3	15,79%
4	21-40	Low	5	26,32%
5	01-20	Very low	7	36,84%
	Total		19	100%

The source were completed with the source category (Arikunto, 2012,p.28). It was found that no students scored in very high category. Greatfully, there were 4 students scored in high category. And the others were low and avreage category. Based on the result from the post test's average in cycle one, the researcher found that the students' average score was 48.72 and the score's average categorized was low category. Therefore, the researcher continued to cycle two because the result was not satisfied.

After the lesson in posttest the teacher asked the students to fill out the question are.

Table 4. Indicator of the Students' Interest to the Lesson (Cycle One)

No	Range	Category	Students	Perecentage
1	0-33	Enough		0%
2	34-67	Good	1	5,26%
3	68-100	Very good	18	94,74%
Total			19	100%

By the table above tells us that the students' interest to the lesson was in very good category or in the other words 94. Therevore,

The question are consisted of 16 statements. The questionnaires were used number scale one to five scales. Scale one meant very low, two meant low, three meant average, four meant high and five meant really high. Therefore, all the questions were devided into two indicators, questions number 1,2,7,9,10,13,14,15 and 16 to show "the students' interest to the lesson" and the question number 3,4,5,6,8,11 and 12 to show "students' attitude towards the teacher". The following tables were the results from each indicator.

the students' interest to the lesson may be seen that the lesson was taught by the researcher was a such appropriate to the teacher.

Table 5. Indicator of the Students' Attitude towards the Teacher (Cycle One)

No	Range	Category	Students	Precentage
1	0-33	Enough		0%
2	34-67	Good		0%
3	68-100	Very good	19	100%

The researcher found that the students' attitude toward the teacher was very good or 100 % . Therefore, by the result above may be seen that the students were confortable to the researcher.

The next table presentated the scores that the students got from the cycle two's pre-test.

Table 6. The Students' Pre-test Score Precentage (Cycle Two)

No	Range	Category	Students	Perecentage
1	81-100	Very high	0	0%
2	61-80	High	0	0%
3	41-60	Average	3	15,79%
4	21-40	Low	2	10,53%
5	01-20	Very low	14	73,68%
Total			19	100%

Based on the table above, it tells us that most of the students were in very low category 73, 68 %, however 2 students were in the category of low and 3 students were in category of average. The students' pre-test average score from cycle two was still fell in category very low.

Based on the phase of cycle two were similar to cycle one's which first phase was

The score could be used as a prameter to see the students' vocabulary ability. The students' scores were compared to the scores category standardization (Arikunto, 2012, p.281). The result of pre-test could be seen on the following table.

planning. The lessons were also made for four sessions. The lessons were being focused to the introducion of vocabulary by storytelling. In cycle two, the researcher chaged some vocabulary and including storytelling.

The second phase in cycle two was action. In this phase was execute the program which planning before. The researcher had done the

different activities such as in action cycle one. The teacher divided the text of the story and let the students to find out the vocabulary that they had not known yet. The student found all the unknown vocabulary to them and the teacher helped the students to find out the meaning of vocabulary. The teacher helped the students to pronounce every single words; the students pronounced after teacher. The teacher read aloud of the story and the second and third read together with the teacher and the students. The teacher divided the students into four groups and the teacher divided each paragraph from the story to the groups in order to be translated the story. After translating the teacher asked every group to share what the students got. The students retell what they got from the story that they translated. The teacher gave the original translation to the students in order to correct the students' translation. The teacher asked the students to make a simple story in Indonesian and translated the story into Indonesian. The students made their own story and retold to the classmates. In addition, three students were asked to retell the stories which were made by the third students. The end of the class the teacher invited the students to pronounce the vocabulary, gave the students homework and encouraged the students.

The third phase was observation. It was done during the teaching and learning process. The researcher was as an observer in the class.

Here are some points that the observer observed: a) There were 3 students did not follow the instruction; b) There were 2 students did not follow the class' rules; c) There were 3 students were passive.

In the fourth phase was reflection. After the teaching, the researcher reflected in the process. The researcher noted that during the teaching and learning process. There were some positive and negative that the researcher faced. Positive things that the researcher did were building communication and relationship between the students was good and the more the teacher released opportunity to have practice, the students were more confident standing in front of the class, asking and answering. Moreover, most of the students were active in the class because the teacher gave more independent practice. The teacher encouraged the students and the students were excited to study English more with the teacher. There are also some negative things that the teacher did were being late in the school and the researcher was in the school just two weeks only actually the lesson should take about four weeks.

After teaching process with the storytelling called "My Dad". The researcher gave the students post-test from cycle two. The test was exactly same such as giving meaning to the given vocabulary words. The following table is the result of the post-test in cycle two.

Table 7. The Students' Post-test Score Percentage (Cycle Two)

No	Range	Category	Students	Percentage
1	80-100	Very high	12	63,16%
2	66-79	High	2	10,53%
3	56-65	Average	3	15,79%
4	40-55	Low	0	0%
5	0-39	Very low	2	10,53%
Total			19	100%

The scores above were compared by the score category (Arikunto, 2012,p.281). The students resulted such different result that in pre-test in cycle two was most of the students in category very low (see Chapter 4.5.1) but than in post-test most of the students were in category very high or in the other words 63,15% means that twelve students were categorized in very high category from the 19 students. However, two students were in high category, there also were three students in average category and there were two students did not come on the day the students had the post-test.

That was the reason there were 2 students in category very low. Based on the result of post-test, the researcher found that the average was 86.11, this average was in category very high.

After giving the teaching and learning process, the students were asked to fill out the questionnaire. The questionnaire consisted of 16 statements which result to the teaching and learning process. The questionnaire was used number scale which ranged from scale 1-5. Scale one meant very low, scale two meant low, scale three meant average, scale four meant high and scale five meant very high. In the each

statements the students answered differently and variation. Therefore, all the questions were divided into two indicators, questions number 1,2,7,9,10,13,14,15 and 16 are in "the students' interest to the lesson" indicator and the

question number 3,4,5,6,8,11 and 12 were in "students' attitude towards the teacher" indicator. The following tables were the way the results were from indicator one and two.

Table 8. Indicator of the Students Interest to the Lesson (Cycle Two)

No	Range	Category	Students	Precentage
1	0-33	Enough	2	10,53%
2	34-67	Good	0	0%
3	68-100	Very good	17	89,47%
Total			19	100%

Based on the table above, the researcher found that the students were really interested to the lesson and the entire students responded in range 32-45 or in very high category and there

were two students did not come the day. The students got the researcher's questionnaire statements. Therefore, for those student did not come were categorized in enough category.

Table 9. Indicator of the Students' Attitude toward the Teacher (Cycle Two)

No	Range	Category	Students	Perecentage
1	0-33	Enough	2	10,53%
2	34-67	Good	1	5,26%
3	68-100	Very good	16	84,21%
Total			19	100%

The researcher found out that most of the students' responses were in very good category, the category of good was a student only and the category of enough were two students and these students did not come the day they got questionnaire.

Therefore, it can be concluded that the use of storytelling to increase the students' vocabulary ability can answer the students' vocabulary ability. It can be seen from the folowing table. In cycle two, the researcher used the same method with a different story and vocabulary. Based on the coparasion between post test and pre test in cycle two (see the following table) could be concluded that there was improvement. However, this score was considared satisfying.

In this discussion of the result basically to answer the problems of the research questions. Here, they are (1) Does the used of storytelling increase the students' vocabulary ability?. From the result of the students' average scores in pre test to post test have a hugo improvement.

Table 10. The Result of Pre-test and Post-test of Cycle One and Cycle Two

No.	Cycle One		Cycle Two	
	Pretest	Post Test	Pretest	Post test
1.	3	32	18	63
2.	6	43	22	97
3.	0	25	30	63
4.	0	25	30	89
5.	0	25	30	63
6.	0	32	30	97
7.	0	41	30	87
8.	0	61	30	87
9.	0	61	33	67
10.	0	60	33	87
11.	0	50	33	71
12.	0	75	36	100
13	0	79	36	100
14.	0	75	36	100

15.	0	67	43	100
16.	0	41	50	100
17.	0	35	58	93
18.	0	50	58	0
19.	0	0	58	0
	Average = 0,47	Average = 46,15	Average = 36,52	Average = 86,11

In this research the researcher had seen the students' attitudes during the process of learning. This one was an interesting process, the students liked to study English through storytelling and it was showed when the students' desires of receiving the lesson. Such as, sharing their ideas in group, retelling to their friends and they used to seize the opportunities to explain and translate or retell in front of the class. Based on that, the students responded well in process of learning. The research questionnaire statements were divided into two indicators "the students' interest to the lesson and the students' attitude to the teacher and the result of the students'. Based on the students' responses the researcher concluded that this method was helpful to the students in increasing vocabulary and the teacher.

CONCLUSION

From discussion of the result in this research, the researcher came up with several conclusions. The first conclusion was the use of storytelling to increase the students' vocabulary. Based on the result of the students' average score, the use of storytelling could increase the students' vocabulary ability. That was seen by the pre-test average which was 0.47 or in the other words was very low category and the post-test's average score was 46.15 or low category. However, even there was an improvement the average category was still very low and it was considered not satisfying in cycle one. Furthermore, the researcher used the same method with a different storytelling including vocabulary. Based on the result in cycle two's average (see headline 4.8), the researcher concluded that it was satisfying and made a big change and the method could be used in increasing the students' vocabulary ability. The last conclusion was the students' attitude toward the use of storytelling to increase the students' vocabulary ability, the students responded through the research questionnaire statements. It meant that the students had more desires to learn English and the method was good for

increasing the students' vocabulary ability. However, the researcher concluded that the topic and the method must be considered carefully by the researcher. The topic and the method might be relevant.

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