

**THE EFFECT OF USING STORYTELLING ON THE VOCABULARY
ACHIEVEMENT OF FOURTH GRADE ELEMENTARY SCHOOL
STUDENTS**

A Thesis

**As Partial Fulfillment of the Requirements
for the Sarjana Pendidikan Degree
in English Language Teaching Faculty**



Mulia Darmaningsih

(1213013029)

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA**

2017

SURAT PERNYATAAN

Bersama ini saya:

Nama : Mulia Darmaningsih
Nomor Pokok : 1213013029
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan Unika Widya Mandala Surabaya

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:
The Effect of Using storytelling on the Vocabulary Achievement of Fourth
Grade Elementary School Students

benar-benar merupakan hasil karya saya sendiri. Apabila skripsi ini ternyata merupakan hasil plagiarisme, maka saya bersedia menerima sanksi berupa pembatalan kelulusan dan/atau pencabutan gelar yang telah saya peroleh.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya dan dengan penuh kesadaran.

Surabaya, 15 Mei 2017
Yang membuat pernyataan,



Mulia Darmaningsih

Mengetahui:
Dosen Pembimbing ~~Tunggal~~,


Trianawaty M. Hum

Dosen Pembimbing II,

APPROVAL SHEET

(1)

This thesis entitled **The Effect of Using Storytelling on the Vocabulary Achievement of Fourth Grade Elementary School Students** prepared and submitted by **Mulia Darmaningsih** has been approved and accepted by the following advisor.



Trianawaty, M.Hum.

Advisor

SURAT PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH

Demi Perkembangan Ilmu Pengetahuan, saya sebagai mahasiswa Universitas Katolik Widya Mandala Surabaya.

Nama Mahasiswa : Mulia Darmaningsih
Nomor Pokok : 1213013029
Program Studi Pendidikan : Bahasa Inggris
Jurusan : Bahasa Inggris
Fakultas : FKIP
Tanggal Lulus : 30 Mei 2017

Dengan ini **SETUJU/TIDAK SETUJU** Skripsi atau Karya Ilmiah saya,

Judul :

The Effect of Using Storytelling on the Vocabulary
Achievement of Fourth Grade Elementary School
Students

Untuk dipublikasikan/ditampilkan di Internet atau media lain (Digital Library Perpustakaan Universitas Katolik Widya Mandala Surabaya) untuk kepentingan akademik sebatas sesuai undang-undang Hak Cipta yang berlaku.

Demikian surat pernyataan **SETUJU/TIDAK SETUJU** publikasi Karya Ilmiah ini saya buat dengan sebenarnya

Surabaya, 4 Juli 2017
Yang menyatakan,



NRP. Mulia Darmaningsih
1213013029

APPROVAL SHEET

(2)

This thesis has been written and submitted by Mulia Darmaningsih (1213013029) for acquiring *Sarjana Pendidikan* Degree in English Language Teaching and has been examined by the following Board of Examiners on Oral Examination with grade of on May 30th, 2017.

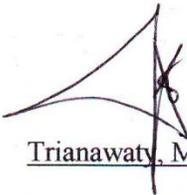


Dr. Ruruh Mindari, M.Pd

Chairperson



Maria Goretti Retno Palupi, M.Pd.
Secretary

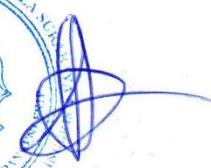


Trianawaty, M.Hum.
Advisor

Approved by,



Dr. V. Lufuk Prijambodo, M.Pd.
Dean of the Faculty of Teacher
Training and Education



P. Hady Sutris Winarlim, M.Sc.
Head of The English Department

ACKNOWLEDGEMENTS

(3)

First of all, the writer would like thank God for His abundant grace and guidance through the writer's study. Without His presence, the writer would not have finished this study. The writer also would like to express his sincerest and biggest gratitude to those who have given their best of time and guidance, especially to these following names:

1. Trianawaty, M.Hum, the writer's advisor who has spent her time and knowledge to help and guide the writer finish this study.
2. Dr. Ruruh Mindari, M.Pd and Maria Goretti Retno Palupi, M.Pd the writer's examiners who have given useful input in this study.
3. The writer's parents and big family in Tangerang, Jogja, and Sragen who have supported her in finishing this study. Without their love, prayers, and support, this thesis would have never been finished.
4. The writer's family members who had passed away, whom she believes have prayed for his speedy finishing of this study.
5. Sr. Bernadheta Wiwik Tiyani, the principal of SDK Santa Clara who allowed the writer to take data there.
6. Mrs. Desiana Fidyanti Setiawan, S.Pd, the English teacher of SDK Santa Clara who has helped the writer a lot during the treatments.
7. All the students in Grade 4A and 4B SDK Santa Clara, the classes which the writer used to take the data.

8. Indra Susanto, who has encouraged the writer to finish the thesis fast and supported the writer in his own way.
9. The writer's close friends, Yosefina Fernandes, Chinthia Frilly, Christina Alfani, Ivena Maychita Angelia, and Paulin Keren Gloria who have supported and encouraged the writer to finish the thesis in time.
10. The Chosen Werewolves, and Wima Kids Teachers for the unforgettable friendship throughout the writer's campus life.
11. The writer's gratitude also goes to people whom she cannot mention one by one, who have also contributed to her study.

Surabaya, 15 May 2017

The Writer

TABLE OF CONTENTS

APPROVAL SHEET	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENT	v
ABSTRACT	ix
CHAPTER 1 INTRODUCTION	1
1.1.The Background of the Problem	1
1.2.Statement of the Problem	3
1.3.Objective of the Study	3
1.4.The Significance of the Study	3
1.5.Hypothesis	3
1.6.Theoretical Framework	4
1.7.Scope and Limitation	5
1.8.Definition of Key Terms	6
1.9.Organization of the Proposal	7
CHAPTER 2 REVIEW OF THE RELATED LITERATURE	8
2.1. Related Theory	8
2.1.1. Theory of Young Learners	8
a. Characteristics of Young Learners	8
2.1.2. Theory of Vocabulary	8
a. Definition of Vocabulary	9
b. The Types of Vocabulary	10
c. The Importance of Vocabulary	11
2.1.3. Techniques and Assessments Which are Usually Used by the Teacher to Teach Vocabulary to Young Learners	12
a. The Techniques	12
b. Types of Assessment	20
2.1.4. Theory of Storytelling	25
a. Telling or reading story	25
b. The Advantages of Storytelling	26
c. How to Choose a Good Story?	27
d. How to Use Story telling as a Technique in Teaching Vocabulary	28
2.2. Review of the Previous Studies	29
2.2.1. Study by Sutini	29

2.2.2. Study by Fadel Mohamed Rafiq.....	30
2.2.3. Research Gap.....	32
CHAPTER 3 RESEARCH METHOD	35
3.1. Research Design.....	35
3.2. Subject.....	36
3.3. Treatments.....	36
3.4. Instruments.....	38
3.5. Procedure of Data Collection.....	38
3.6. Technique of Data Analysis.....	39
CHAPTER 4 DATA ANALYSIS AND DISCUSSION	41
4.1. Data Analysis	41
4.2. Discussion	45
CONCLUSION AND SUGGESTION	49
5.1. Conclusion	49
5.2. Suggestion	50
5.2.1. Suggestion for English Teachers.....	50
5.2.2. Suggestion for Further Research.....	51
BIBLIOGRAPHY	52
APPENDIX	54
Appendix 1: The lesson plans and materials	54
Appendix 2: The test.....	97
Appendix 3: The test item selection	101
Appendix 4: The treatments scores	104
Appendix 5: The overall scores	105
Appendix 6: T-test calculation for the overall pre-test and post-test.....	106

THE LIST OF THE TABLES

2.1. Research gap	32
3.1. Design of the study	36
3.2. Stories and target words	36
4.1. The schedule of the treatments	42
4.2. The scores of the students	43
4.3. The score calculation	44

ABSTRACT

Darmaningsih, Mulia, 2016. *The Effect of Using Storytelling on the Vocabulary Achievement of Four Grade Elementary School Students*, Widya Mandala Catholic University Surabaya.

Advisor: Trianawaty, M.Hum.

Keywords: vocabulary, vocabulary achievement, storytelling, young learners.

Vocabulary is the core component to learn language. In English, vocabulary is considered to be the most important thing that should be mastered. Without vocabulary, nothing can be conveyed. Since it is really important, it should be taught to the children since the very first grade of school.

Young age is the best age to give new knowledge and information. Children can memorize better than adult. However, teacher needs to be creative to teach young learners by giving various teaching technique. The purpose is to create fun atmosphere in the teaching an learning process in the classroom so that the students will enjoy the process. Moreover, giving young learners various techniques in teaching vocabulary can also improve their interest in learning language, consequently it will improve their achievements. One of the techniques that can be used is storytelling.

The purpose of this study is to find out whether is there any significant difference between the vocabulary achievements of students grade four before and after they are taught vocabulary using storytelling. This is a pre-experimental study using pre-test and post-test. The subject were the students grade four in one of private elementary schools in Surabaya. The writer did the treatments four times with different storiesS on each meeting. After the treatments had been done, the writer analyzed and calculated the data using T-test.

The result showed that there is a significant difference between the vocabulary achievements of the students before and after being taught vocabulary using storytelling. The mean of the gain score of the pre-test and post-test showed significant improvement, which were 54,46 and 86,87. For the to calculation, the finding of the calculation is 7,89. The finding is much higher than the t-table which is 2,048. The Ho is rejected and Ha is accepted. The result of the study is there is a significant difference between the vocabulary achievements of the students before and after they are taught vocabulary using storytelling.