

The Use of Storytelling in Improving Vocabulary Achievement of Young Learners

A THESIS

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



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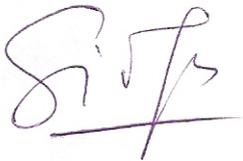


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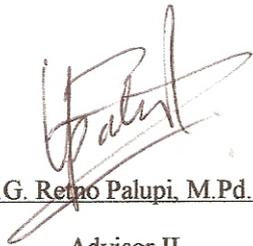
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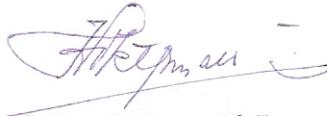
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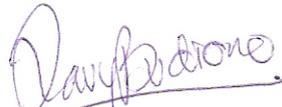
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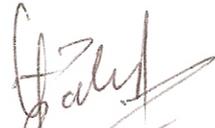
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ABSTRACT

Christine Caroline. **The Use of Storytelling in Improving Vocabulary Achievement of Young Learners**, 2010.

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Keywords: Storytelling, Teaching Vocabulary, Young Learners.

There are a lot of people in Indonesia learning English as English is an international language that is very important for their life. In learning English, vocabulary is one of the important factors. Unfortunately, the learners, especially children, have problems in mastering vocabulary. Therefore, teachers must think about the various ways to teach vocabulary to them. In this study, the writer used storytelling as the technique because she found out that children, both boys and girls, love stories. She conducted this research to know whether storytelling significantly improves the vocabulary achievement of young learners. In conducting the study, the writer used a quasi-experimental method with one group pretest/posttest design. The writer gave pretest, treatment and posttest to the subjects. The treatments using storytelling were done for three times. The writer prepared one story related to the topic on that day for each meeting. After the storytelling was over, the writer gave exercises related to the story. In the last meeting, the subjects were given the posttest which was the same as the pretest. In the end, the writer statically compared the result between the pretest and the posttest scores. The data analysis shows that the mean of the posttest (80,6909) is higher than the pretest (57,9330). The calculation of the t-observation (t_0) is higher than the t-table and this indicates that there is a high significant improvement on the vocabulary achievements of the subjects. It implies that storytelling can help students to develop their vocabulary.