

THE EFFECT OF STORY TELLING METHOD ON STUDENTS' VOCABULARY MASTERY AT THE ELEVENTH GRADE OF SMA NEGERI 1 KOLANG IN 2021/2022 ACADEMIC YEAR

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ABSTRACT: *The purposes of this research are to find out: 1) the extent of using story telling method in teaching vocabulary at the eleventh grade students of SMA Negeri 1 Kolang in 2021/2022 academic year. 2) the extent of the students' vocabulary mastery before and after using story telling method on students' vocabulary mastery at the eleventh grade students of SMA Negeri 1 Kolang in 2021/2022 Academic Year. 3) whether there is a significant effect of using story telling method on students' vocabulary mastery at the eleventh grade students of SMA Negeri 1 Kolang in 2021/2022 Academic Year. The population of this research were all the eleventh grade students of SMA Negeri 1 Kolang is 136 students. The research sample was the eleventh IPA 2 students, which consist of 33 students who were taken by purposive sampling. The data collection technique used the observation sheet and test. The results of this research: 1) The use of story telling method is 3.58, it is categorized "very good" criterion. 2) The mean score of the students' vocabulary mastery before using story telling method is 40.36, it is categorized "fail". Meanwhile, after using story telling method was 81.15 it was categorized "very good". 3) the results of data analysis showed that the t_{test} is higher than t_{table} (t_{test} 40.36 > t_{table} 2.03). So, the hypothesis was accepted. It means that there is a significant effect of story telling method on students' vocabulary mastery at the eleventh grade of SMA Negeri 1 Kolang in 2021/2022 academic year.*

Keywords: *Story Telling Method, Vocabulary Mastery*

ABSTRAK: *Tujuan penelitian ini adalah untuk mengetahui: 1). Bagaimanakah penggunaan metode bercerita dalam pengajaran kosa kata pada siswa kelas sebelas SMA Negeri 1 Kolang Tahun Pelajaran 2021/2022. 2). Sejauh mana penguasaan kosa kata siswa sebelum dan sesudah menggunakan metode bercerita terhadap penguasaan kosa kata siswa pada kelas XI SMA Negeri 1 Kolang Tahun Pelajaran 2021/2022. 3). Apakah ada pengaruh yang signifikan penggunaan metode bercerita terhadap penguasaan kosa kata siswa pada siswa kelas XI SMA Negeri 1 Kolang Tahun Pelajaran 2021/2022. Populasi dalam penelitian ini adalah seluruh kelas XI SMA Negeri 1 Kolang yaitu 136 siswa. Sampel penelitian ini adalah siswa kelas XI IPA 2 yang berjumlah 33 siswa yang diambil secara purposif. Teknik pengumpulan data menggunakan lembar observasi dan tes. Hasil penelitian ini: 1) Penerapan metode bercerita adalah 3.58, termasuk kriteria "sangat baik". 2) Rata rata skor penguasaan kosa kata siswa sebelum menggunakan metode bercerita adalah 40.36 dikategorikan "gagal". Sedangkan setelah menggunakan metode bercerita adalah 81.15 dikategorikan "sangat baik". 3) hasil analisis data menunjukkan bahwa thitung lebih besar dari ttabel (thitung 40.36 > ttabel 2.03). Jadi, hipotesis diterima. Artinya ada pengaruh yang signifikan pada metode bercerita terhadap penguasaan kosa kata siswa pada siswa kelas XI SMA Negeri 1 Kolang tahun ajaran 2021/2022.*

Kata Kunci: *Metode bercerita, Penguasaan kosa kata*

I. INTRODUCTION

Vocabulary is a collection of words or words and phrases that are usually arranged alphabetically and explained or defined. When communicating with people who do not master the vocabulary, the meaning will not be conveyed to the listener. In addition, vocabulary is a component of language that people use to convey their ideas or feelings.

Vocabulary mastery is a person's ability to know the meaning of English when communicating with the interlocutor and to be able to put down the use of good and correct words. Without having more vocabulary, people cannot give ideas or opinions about what they hear or see. However, mastering vocabulary is not an easy thing for students.

For example, there are still many students from SMA Negeri 1 Kolang who are in mastering English. The author decided to conduct research at SMA Negeri 1 Kolang. This is can be supported by seeing that students do not understand the material given by the teacher and are unable to use English when the researcher makes observation and gives an initial test on February 16, 2022. It is proved by seeing the

average score, it is only 40.36. It means that students at the eleventh grade of SMA Negeri 1 Kolang still not able to master the vocabulary.

English teachers have made several efforts to solve problems, to increase students' vocabulary mastery skills, such as motivating students to learn a lot of English vocabulary, often reading books containing English vocabulary, memorizing basic vocabulary, listening to songs or videos of English conversations and using several teaching methods. But in reality it did not get a positive response for students in the learning process. Given the importance of English vocabulary, if students are not able to master vocabulary, their English will be low, unable to communicate using English and this will affect what is determined by the minister of education, with the aim of being able to compete in this era of globalization.

From the explanation above, researchers are interested in conducting research on how to make students able to master vocabulary. In this case, the researcher focuses on the method in mastering vocabulary. There are many methods that can be used to increase vocabulary mastery such as, Effective Demonstration Method, Word Exchange Method, Picture and Picture Method, Story Telling Method, and others.

From various teaching method the researcher choose story telling method in vocabulary mastery. The story telling method is a method that can accommodate children's ability to imagine and fantasize, children will be more interested in listening to the material, we convey through the form of stories, besides learning they can play and collect some ideas from their friends. Through this method, the researcher hopes that the eleventh graders of SMA Negeri 1 Kolang are more active and able to master a large vocabulary.

From the reasons above, the researcher is interested in conducting a research entitled, "The Effect of Story Telling Method on Students' Vocabulary Mastery at The Eleventh Grade of SMA Negeri 1 Kolang in 2021/2022 Academic Year".

1) Definition of Vocabulary

Vocabulary is a group of words that are familiar in a person's language. According to Lamante (2020:1), vocabulary is the most important part in learning English. This is the basis for communication and also important for the acquisition process.

While, Zimmerman (2016) in Bhakti (2018:81), vocabulary is the center of language and is very important for learning a distinctive

language. Vocabulary should not be neglected by those who are learning languages.

From the explanation above, the researcher concludes that vocabulary is one of the first important aspects to start learning English, without vocabulary we can not communicate with foreigners.

2) Indicators of Writing

1. Noun

Novia (2009:13), states that noun is a word that shows the name of a person, the name of a place, or the name of an object or everything that is objected. From the explanation above, the researcher concluded that noun is a word used to identify any of class of people, places, things, or to name a particular one of these.

2. Verb

Novia (2009:39) says, “Verbs is a word that shows or states an action or work that has been done, is being done or will be done”. From the explanation above, the researcher concluded that verbs are words used to perform an action, verbs cannot be used as nouns.

3. Adverb

Fauzi et al., (2020:265) states that adverb of time is a part of a clause that states when an event occurs or explains when a predicate occurs, which is concerned with when, how long, the duration, the frequency, since, and until when. From the explanation above, the researcher concluded that adverb is an adverb that explains how, where, when, and how an event or situation occurs.

4. Adjective

Rangkuti (2019:18), adjective is explanation noun. According to Imanuri (2019:29), adjective is from latin ad jacere meaning 'throw to' or 'add'. From the explanation above, the researcher concludes that adjective is a word used to describe or describe a noun, including pronouns. But adjectives don't change the nature of work or other adverbs or words.

3) Definition of Vocabulary Mastery

Vocabulary mastery refers to the number of words a person knows. The term mastery is not limited to just recognizing the

meaning of certain words. According to Burton (1982) in Lamante (2020:8), it is impossible to use good and clear English without having a large vocabulary.

From the explanation above, the researcher concludes that vocabulary mastery is the ability of a person to know the meaning of English when communicating with the interlocutor and to be able to put down the use of good and correct words

4) Story Telling Method

a. Definition of Story Telling Method

Story telling is the art of telling stories, story telling is one of the oldest art forms that retells prehistoric times. Story telling involves two elements, namely the speaker and the listener. According to Rahmansyah and Pricilia (2019:1), story telling is a creative process of children in their development and imagination of children which not only prioritizes the ability of the left brain and also the right brain.

Meanwhile, according to Zuhriyah (2014:122), story telling is the way of people to express and communicate ideas to others orally. From the explanation above, the researcher concluded that the story telling method is one method of telling prehistoric story texts using voice actions, body language and developing children's imagination in

broad thinking, developing cognitive (knowledge), affective (feeling), social aspects and conative (award) children.

II. METHODOLOGY OF THE RESEARCH

The location of this research is in SMA Negeri 1 Kolang in class XI IPA II 2021/2022 academic year. This school is located JLN. Sibolga Barus KM 21, Unte Mungkur I, Kecamatan. Kolang, Kabupaten. Tapanuli Tengah Provinsi. Sumatera Utara. The headmaster of this school is Simron Manurung, S.S and the teacher of english is Mesliana Hutabarat S. Pd.

The reason the researcher chooses to conduct research at this school is because students' vocabulary is still weak and no one has done any research at the school. The time the research will be carried out by researchers will last for three months.

In this research, researcher use the pre-experimental design by using one-group pre test and post test design. The research used observation sheet and test as the instrument.

The population in this research are all class XI SMA Negeri 1 Kolang, which consist 136 students and the sample is XI IPA 2 which consist 33 students.

III. RESULT

Based on the result obtained from the analysis of observation sheet about the use of story telling method in teaching vocabulary at the eleventh grade students, which contain 6 statement about the steps. The mean of the score from 6 aspects of observation sheet is 3.6. So, it is categorized “very good” criterion.

1.The use of Story Telling Method in Teaching Vocabulary Mastery

After getting the data by giving pre-test which is formed multiple choice, it was found that the highest score was 72 and the lowest score is 20. From the whole data of pre-test, the researcher found the mean score is 40.36, it was categorized fail, median score is 36.85, and mode is 26.42. The researcher shows the specification of the calculation in the table below:

Table 10
Indicators of Vocabulary Mastery before using
Story Telling Method

No	Item	Average Score
1	Noun	41.37
2	Verb	30.79
3	Adverb	48.95
4	Adjective	46.95

a.The first indicator of vocabulary mastery is noun, the students at the eleventh grade of SMA Negeri 1 Kolang got average score 41.37, it is "fail" category.

b.The second indicator of vocabulary mastery is verb, the students at the eleventh grade of SMA Negeri 1 Kolang got average score 30.79, it is "fail" category.

c.The third indicator of vocabulary is adverb, the students at the eleventh grade of SMA Negeri 1 Kolang got average score 48.95, it is categorized "fail" category.

d.The fourth indicator of vocabulary mastery is adjective, the students at the eleventh grade of SMA Negeri 1 Kolang got average score 46.95, it is "fail" category.

Based on the students' vocabulary mastery before using the story telling method in class XI SMA Negeri 1 Kolang, the score is noun 41.37 it is "fail" category, verb score is 30.79 it is "fail" category, adverb score is 48.95 it is "fail" category, adjective score is 46.95 it is "fail". Furthermore, the calculation of the mean score of students' vocabulary mastery before using story telling method can be seen 40.36 is categorized "fail ".

b. After

After collecting the data by giving post-test about the students' vocabulary mastery by using story telling method. The researcher found that the highest score was 92 and the lowest score is 64. From the whole data of post-test, the researcher found the mean score is 81.15, it categorized very good, median score is 81.9 and mode score is 80.64.

Table 13
Indicators of Vocabulary Mastery After using
Story Telling Method

No	Item	Average Score
1	Noun	83.58
2	Verb	68.16
3	Adverb	76
4	Adjective	92.41

- f. The first indicator of vocabulary mastery is noun, the students at the eleventh grade of SMA Negeri 1 Kolang got average score 83.58, it is categorized "very good".
- g. The second indicator of vocabulary mastery is verb, the students at the eleventh grade of SMA Negeri 1 Kolang got average score 68.16, it is categorized "enough".
- h. The third indicator of vocabulary mastery is adverb, the students at the eleventh grade of SMA Negeri 1 Kolang got average score 76, it is categorized " good".

- i. The fourth indicator of vocabulary mastery is adjective, the students at the eleventh grade of SMA Negeri 1 Kolang got average score 92.41, it is categorized "very good".

Based on the students' vocabulary mastery after using story telling method at the eleventh grade of SMA Negeri 1 Kolang, the score is noun 83.58 categorized is "very good", verb score is 68.16 categorized is "enough", adverb score is 76 categorized "good", adjective score is 92.41 is categorized "good". Furthermore, the calculation of mean score of students vocabulary mastery after using story telling method can be seen be 81.15 is categorized "very good".

The mean score of the students' vocabulary mastery before taught by using story telling method was 40.36. It is categorized as "fail" category. While, after taught by using story telling method, the mean score of the students' vocabulary mastery is 81.15. It is "very good" category.

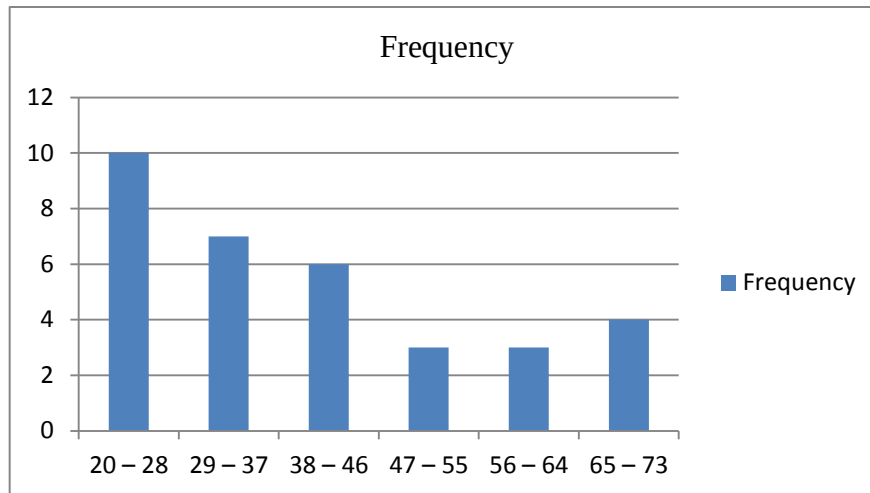


Figure 3 : Histogram of Students' Pre-test in Vocabulary Mastery

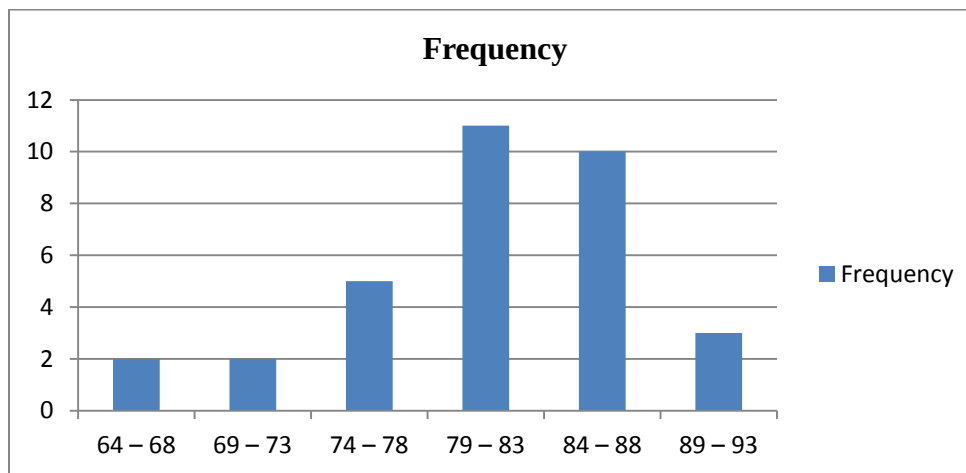


Figure 4 : Histogram of Students' Post-test in Vocabulary Mastery

IV. DISCUSSION

Based on the observation sheet, the result of the use story telling method in teaching vocabulary mastery at the eleventh grade students, the researcher found that the score is 3.58 it can be categorized "very good".

Furthermore, the result of students' vocabulary mastery before taught by using story telling method is 40.36 and it is included in "fail" criterion. While, the result of students' vocabulary mastery after taught by using story telling method is 81.15. It is included in "very good" criterion. The students' vocabulary mastery got a significant effect in the adjective indicator, previously the average score obtained by the students in the adjective indicator is 46.95. Meanwhile, the students' average score in the adjective indicator increased to 92.41. It means that there is an effect on students' vocabulary mastery after taught by using story telling method, especially in the adjective indicator.

Story telling method can be used for vocabulary mastery because this

method is fun and children can imagine collecting ideas through story form, we convey through the form of stories, besides they can play and collect some ideas from their friends. It means that the use of story telling method give a significant effect in teaching vocabulary mastery

Furthermore, it means that there is a significant effect of students' vocabulary mastery after using story telling method at the eleventh grade of SMA N 1 Kolang. Where the hypothesis testing shows that t_{test}

= 40.36 meanwhile $t_{table} = 2.03$, t_{test} is higher than t_{table} ($t_{test} 40.36 > t_{table} 2.03$), or the word alternative hypothesis (H_a) is accepted.

Based on the previous related research and this research, the researcher concludes that the story telling method gives significant effect on students' vocabulary mastery at the eleventh grade of SMA Negeri 1 Kolang 2021/2022 Academic Year.

CONCLUSION

Based on the research result of data analysis, the researcher describes the conclusion as follow: 1) The use of story telling method on students' vocabulary mastery at the eleventh grade of SMA Negeri 1 Kolang in 2021/2022 academic year is 3.58 is categorized "very good". 2) The students' vocabulary mastery before and after using story telling method on students' vocabulary mastery at the eleventh grade of SMA Negeri 1 Kolang in 2021/2022 academic year is 40.36 "fail" and 81.15 "very good" category. 3) There is a significant effect of students' vocabulary mastery after using story telling method at the eleventh grade of SMA Negeri 1 Kolang. Where the hypothesis testing shows that $t_{test} = 40.36$ meanwhile $t_{table} = 2.03$, t_{test} is higher than t_{table} ($t_{test} 40.36 > t_{table} 2.03$), or the word alternative hypothesis (H_a) is accepted.

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