STUDENTS' PERCEPTION OF THE USE OF STORYTELLING TECHNIQUE TO IMPROVE VOCABULARY SKILL

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Abstrak

Tujuan utama dari penelitian ini adalah untuk mengetahui apakah teknik story telling dapat meningkatkan skill vocabulary atau tidak. Metode yang digunakan dalam peneliatan ini adalah deskriptif kuantitatif. Sampel yang digunakan dalam penelitian ini adalah MBIS-W41/15 yang terdiri dari 25 siswa. Dalam pengumpulan data, penulis menggunakan kuesioner untuk mengetahui persepsi siswa sedangkan untuk mengetahui apakah hasil tes siswa mengalami peningkatan atau tidak menggunakan teknik story telling dan tes vocabulary. Teknik story telling merupakan teknik yang bagus untuk memberikan motivasi dan menggali pengetahuan. Hal itu dapat terlihat bahwa siswa lebih aktif dan lebih termotivasi saat proses pembelajaran. Berdasarkan penelitian tersebut, dapat disimpulkan bahwa teknik story telling dapat meningkatkan skill vocabulary dan memberikan suasana yang menyenangkan selama proses pembelajaran. Dengan teknik story telling siswa lebih memperhatikan dan memahami kosakata baru. Siswa dapat bekerja sama dan bertukar pendapat melalui pengetahuan baru sesuai dengan topik pembelajaran. Teknik story telling tepat digunakan dalam proses pembelajaran untuk meningkatkan skill vocabulary.

Abstract

The main objective of the research is to find out whether story telling technique can improve vocabulary skill or not. The descriptive quantitative method was employed in this research. The samples of the research were business management of MBIS-W41/15 which consists of twenty one students. To collect the data, the writer used questionnaire to know the students' perception with storytelling technique and vocabulary test to know whether the final test score of the students have a significant progress or not. Storytelling technique deliver a good method to support,motivate, and encourage knowledge. It can be seen that students were encouraged to be actively and motivately in learning process. Based on the reserach finding, it can be conclude that storytelling technique can improve vocabulary skill and give good atmosphere in teaching learning process. Using storytelling students more interesting and understanding new words. They can work together and share idea to encourage new knowledge which discuss in topic of their lesson. It is good applying story telling to improve students' vocabulary

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INTRODUCTION

English is used to conduct communication in almost the entire world. Furthermore, English is the major language which is used by people in some sectors. Because of the reason, the Indonesia government develops English Language curriculum in every level of education. Learning a language means learning its vocabularies. The more vocabulary students get, the better they are able to communicate fluently. A large vocabulary helps students to easier understand the meaning.

Hornby (1994: 1425) states that vocabulary is total number of words that make up a language. Ricards (2001: 4) adds that vocabulary is one of the most recognized components of language. Brown (2001: 377) views vocabulary items as a boring list of words that must be defined and memorized by the student, lexical forms are seen in their central role in contextualized, meaningful language. Whereas, Cross (1995: 14) states that a good store of words is crucial for understanding and communication. A strong vocabulary can be a valuable asset, both in college and later in our career

From the definition above, it can be inferred that vocabulary is a word or more which expresses the meaning or idea to construct sentences for communication.

As a lecturer of english language in Piksi Ganesha Polytechnic, the writer knows that students' vocabulary mastery is low. Most students are still afraid and assume that English is difficult especially in mastering new vocabulary. They depend to the teacher, lack of language practice, and the strategies applied do not seem to be effective and give much contribution in developing the student's vocabulary mastery. Therefore, the writer choose story telling technique by using small group conduct to this condirion.

According to Barkley, et al. (2005: 5), cooperative learning is the instructional use of small groups so that students work together to maximize their own and each others' learning. Furthermore, it is said that, cooperative learning as the name implies, requires students to work together on a common task, sharing information, and supporting one another. Olsen and Kagan in

Richards (2001: 192) states that Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. As the result cooperative language learning is a technique in which the students information and knowledge whether in small or big group and help each other in learning.

One of the reason of why the writer chose story telling because in the story telling the students were not only learned about the new vocabulary but it can help students develop a positive attitude toward the learning process. Furthermore, it will help to arouse the student's imaginative thought, because the students will also learn about how to develope the stoy so that their story is not only interesting but also meaningful enough for listeners.

RELATED LITERATURE REVIEW
1. Story Telling

Caine et al. (2005) states that story telling is the primary way that people acces, express, and retain information and knowledge. Richter and Koppett (2000) share a similar view stating that stories form the foundation of how we communicate and that we remember and integrate new information by placing them into a story format. So that, story telling is an activity which requires interaction between people who share new information or knowledge.

Erickson and Rossi (1976) offer a theory in support of story telling as a teaching and learning tool that surrounds the concepts of learner receptivity or hypnotic trance. Peterson, Martin (2003) states that storytelling is 'an activity which requires a certain level of interaction between the storyteller and the audience and between individual and listener". In this condition there is interaction between storyteller and listener, therefore it very helpful for less active students if this technique applying in learning proocess. It helps for students

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to feel comfortable during learning process in class and it also improve new language and information

Alex (1988) points "through story telling, the four language competencies, namely speaking, reading, writing, and listening and the language components, namely vocabulary, pronounciation and grammar can be developed". By using story telling techniques, students can gain more benefit not only in their academic but also it helps them tp appreciate more on their cultures because several stories represent some communities with their own culture. In addition, stories can serve multiple functions in the classroom, including sparking student interest, aiding the flow of lectures, makimg material memorable, overcoming student resistnce or anxiety, and building rapport between the instructor and the students, or among students themselves. Based on definition above it can be conclude that story telling is an effective way of making meaning and experiences that can develope intelligence and help students to gain knowledge of human behaviour, it also promotes new vocabulary in that activity.

2. Vocabulary

Vocabulary is one of factor that support in english teaching learnimg process. In communication, especially in verbal communication, word is an unsure which should be ussed for speaker. The importance of vocabulary as a very essential unsure of any language as well as the main point of language and communication learning. Schmidt (2000) defined that vocabulary is a set of lexemes which includes single words, compound words, and idioms. Using vocabulary strategies has revealed differences among learners in terms of their strategy use. Succesful vocabulary learners were found to be active strategy users who were conscious of their learning and support all students to learn new words or how to understand new words to the knowledge

According to Fank and Lewis (1974:4), vocabularies are the parameter to measure person's intellegency. Understanding the vocabularies are the good strategy for learners for first. The main point that learning vocabulary is not only about the words but also the meaning of phrase in different context.

As a result, vocabulary is word or more which about meaning, pronounciation, and spelling that is important in communication

3. Cooperative Language Learning

Cooperative Learning is part of a group of teaching/learning techniques where students interact with each other to acquire and practise the elements of a subject matter and to meet common learning goals (Macpherson, 2000: 1). Olsen and Kagan in Richards (2001: 192) states that Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. This technique help students to be more confidence and interesting in the class. One of the reason that student who have high vocabulary will help and support for student who have low vocabulary.

According to Barkley, et al. (2005: 5), cooperative learning is the instructional use of small groups so that students work together to maximize their own and each others' learning. Furthermore, it is said that, cooperative learning as the name implies, requires students to work together on a common task, sharing information, and supporting one another. From the explanations above, it can be inferred that cooperative learning is a technique that in class divided to be some groups either small or big group who share knowledge and information to discuss material in class. They interaction each other to solve the problem.

METHODOLOGY

The research was conducted at Piksi Ganesha Polytechnic located at Jl. Gatot Subroto no.301. The samples of the research were business management of MBIS-W41/15 which consists of twenty one students. This research is a descriptive quantitative study. The writer applied the story telling technique

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by using small group suppose that students work together.

Alex (1988) defines through story telling, the four language competencies, namely speaking, reading, writing, and listening and the language components, namely vocabulary, pronounciation and grammar can ve developed. Based on the definition above, the writer used questionnaire to know students' perception of use storytelling technique and vocabulary test to know whether the final test score of the students have a significant progress or not. The questionnare was distributed to 21 students of class MBIS-W41/15. There were 10 items were asked in the questionnaire. The items in the questionnaire are grouped into two, namely participant responses and students' learning outcomes.

FINDING AND DISCUSSION

Table 2.1 Participation Reaction

No	Items	Score				
		A	B	C	D	E
X_1	Story telling was interesting way to learn vocabulary	0	0	0	11	10
X_2	Story telling less encouraged students to focus on learning process	8	10	1	2	0
X_3	Story telling helped to create new idea and knowledge	0	0	1	11	9
X_4	Story telling difficult to raise students memorize	12	7	1	1	0
X_5	Story telling helped to raise students' motivation	0	0	2	9	10
Total		20	17	5	34	29

The Average Score (items 1 to 5)
$D1 = 11/21 \times 100\% = 52.38\%$
$D2 = 2/21 \times 100\% = 9.52\%$
$D3 = 11/21 \times 100\% = 52.38\%$
$D4 = 1/21 \times 100\% = 4.76\%$
$D5 = 9/21 \times 100\% = 42.85\%$
Description:
A   : Strongly disagree
B   : Disagree
C   : Undecided
D   : Agree
E   : Strongly agree

Based on the table above, the highhest average score was in point D with the total score was 34 with the detail as follow; 52.38% of the population were agreed that the story telling technique was one of the interesting techniques to learn vocabulary. 9.52% of the population disagree that story telling less encouraged students to focus on learning process, through story telling students enthusiasm to join on learning process.The containt and illustration that the story tellers used were able to attract the listeners' attention. 52.38% of the population thought that story telling helped to create new idea and knowledge. While 4.76% of the population strongly diasgree that story telling difficult to raise students memorize, vice versa story telling can help students' easy understand new vocabulary and recall the listeners' memories of the story. Furthermore, 42.85% of the population stated that story telling helped to raise their motivation in learning vocabulary.

Table 2.2 Students' Learning Outcomes

No	Items	Score				
		A	B	C	D	E
X_6	Story telling helps to raise students' vocabulary	0	0	0	9	12
X_7	Story telling helps to improve listening skill	0	0	1	5	14
X_8	Story telling helps to improve speaking skill	0	0	1	10	10
X_9	Story telling helps to improve pronounciation skills	0	1	1	10	9
X_{10}	Story telling helps to improve writing skill	0	1	0	12	8
Total		0	1	3	46	53

The Average Score (items 1 to 5)
E6 = 12/21 x 100% = 57.14%
E7 = 14/21 x 100% = 66.66%
E8 = 10/21 x 100% = 47.61%
E9 = 9/21 x 100% = 42.85%
E10 = 8/21 x 100% = 38.09%
Description:
A   : Strongly disagree
B   : Disagree
C   : Undecided
D   : Agree
E   : Strongly agree

Based on the table above, the highest average score of the story telling was in point E with the total score is 53. The following are the detail of the description in point E; 57.14% students thought that story telling helped to raise their vocabulary because they learned several new words from several information while the stories being presented. 66.66% claimed that story telling helped to improve listening skill, through story telling students more interesting and less bored to listen the story and they really want to understand it. 47.61% students agreed that story telling helps to improve speaking skill. Students feel confident and relax when they told the story therefore it help the flow of the students' speaking.

While, 42.85% students stated that story telling helped to improve pronounciation skills, throug story telling students forced to practice their pronunciation in good intonation   Moreover, 38.09 % students claimed that story telling helped to improve their writing skill by creating the story plot and the dialogues.

THE STUDENTS' VOCABULARY ABILITIES
After applied the story telling technique in english language study in the third semester, the final test score of the students showed a significant progress compare to their mid test score. The average score of the mid test was 64.5 while the average score final test was 76.5 .

Table 3.1 Students' English Language Score

NO	NPM	STUDENTS	MID TEST	FINAL TEST
1	15404225	Student A	60	76
2	15404167	Student B	54	72
3	15404117	Student C	60	70
4	15404219	Student D	72	82
5	15404269	Student E	52	70
6	15404289	Student F	64	70
7	15404278	Student G	70	80
8	15404205	Student H	66	82
9	15404116	Student I	66	78

NO	NPM	STUDENTS	MID TEST	FINAL TEST
10	15404133	Student J	50	80
11	15404226	Student K	72	82
12	15404232	Student L	58	72
13	15404266	Student M	64	70
14	15404139	Student N	60	70
15	15404282	Student O	74	80
16	15404221	Student P	70	78
17	15404135	Student Q	65	76
18	15404149	Student R	70	78
19	15404206	Student S	68	80
20	15404156	Student T	70	80
21	15404258	Student U	70	82

CONCLUSIONS

As the result, it can be seen the benefits of the sory telling technique toward the students' vocabulary. Based on the students' perception that story telling is not only help to develope their pronunciation skills but at the same time it also helped to improve their writing, listening, and speaking skills and help to boost their vocabulary. Students enjoy and confidence because they discuss material in group work. The students who have high vocabulary can work and share ideas with students who have low vocabulary. The give motivations each other and make them enjoy in the class. The writer was positively concluded that the story telling technique gave better influence that helps students' improve their vocabulary.

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