

## TEACHING ENGLISH VOCABULARY BY USING FABLES STORYTELLING TO THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 1 PALEMBANG

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### Abstract

This research, entitled "Teaching English Vocabulary by Using Fables Storytelling to the Eighth Grade Students of *SMP Muhammadiyah 1 Palembang*". The problem of this research was "is it effective to teach English vocabulary by using Fables Storytelling to Eighth Grade Students of *SMP Muhammadiyah 1 Palembang*?" The objective was to find out whether or not it is effective to teach English by using Fables Storytelling to Eighth Grade Students of *SMP Muhammadiyah 1 Palembang*. The method was a pre-experimental design. The population was all the students in the eighth-grade students of *SMP Muhammadiyah 1 Palembang* that consisted of 132 students from four classes in the academic year 2017/2018. The total sample consisted of 33 students. The sample was convenience sampling. The technique for collecting the data was multiple choice that was pre-test and post-test. It consisted of 40 items of multiple choice. This research used t-test that run by SPSS 17.0 for windows program to analyze the data. The finding of the result of t-test was 3.192. The critical value in  $t_{table}$  was 2.03951 so that  $3.192 > 2.03951$ . It indicated that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. It meant that it was effective to teach English vocabulary by using fables storytelling to eighth-grade students of *SMP Muhammadiyah 1 Palembang*.

**Keywords:** teaching, vocabulary and fables storytelling

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### Introduction

One of the language aspects is vocabulary. It is considered as a fundamental for language skills (i.e. listening, speaking, reading and writing). Vocabulary is a language component that students should master (Huyen and Khuat, 2007). However, many students usually felt bored in vocabulary lessons because they have not changed their learning habits, such as the students have just written words on paper, and learnt by heart or learnt passively through the teacher's explanations. Students are just read the text without understanding the meaning carried by the text; only a small part of them can correlate the texts with their prior knowledge. It means that many students have insufficient ability to comprehend the text because of less vocabulary. Vocabulary mastery is the

key to success in learning English; it is a list or collection of words defined or translated. The students cannot master four language skills without vocabulary.

Focusing on the problem in English vocabulary the observed by the Researchers happened at *SMP Muhammadiyah 1 Palembang*. The problem in this research was the student's difficulties in understanding the meaning and definition of the word. It is not easy to make the students feel interested in learning English vocabulary, so the teachers of English should have a teaching method to make the vocabulary lesson are effective and interesting. They faced some difficulties in teaching and learning vocabulary.

Teachers of English have a vital role in increasing students' vocabulary mastery, so they should be creative to

motivate the students in learning English vocabulary. One of the methods of teaching vocabulary is by using storytelling. Stories are exciting and fun and can help develop attitudes towards their foreign language, culture, and language learning, listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures. The actual value of using story is motivating, challenging, joying, and developing positive attitudes. Students can understand vocabulary in context and build their English vocabulary by storytelling.

Storytelling has been as a means of communication since the earliest times. Arthur (2013) states that develop magic and a feeling of marvel at the earth. Stories educate us about life, about ourselves, and others. Storytelling is an extraordinary way for students to increase understanding, respect, and appreciation of other culture. Storytelling is a workout that can be defined very only as storytellers do that. As a human being, people usually tell their story to others. They tell others about their feeling, opinion, ideas, or even anything that happened in their lives. It is straightforward to tell the story to others, as simple as expressing what is on the mind.

Besides the teaching methods, the teachers should use instructional media to make the teaching-learning process would be better with a pleasant classroom atmosphere so that the students keep an enjoyable experience in the learning. In this research, the researchers used storytelling as a media for teaching vocabulary. Fables are didactic tales in which animals, or occasionally the elements, speaks as a human being (Huck, 2011). It means that fable is a story about animal or plants which sometimes talk and act like a human that has a moral message to convey at the end. The advantages of

using fable are to make the learning enjoyable, and the students will not get bored quickly. Based on the previous statement, the Researchers were interested in resolving the problem which English vocabulary by using fables storytelling to Eighth-grade students of *SMP Muhammadiyah 1 Palembang*.

### The problem of the research

The problem in this research was the students' difficulties in understanding the meaning and definition of the word. It is not easy to make the students feel interested in learning English vocabulary so the English teachers should have a teaching method in order to make the vocabulary lesson are effective and interesting.

### Limitation of the Problem

The limitation of the fables was focused on the stories with the themes, the following table.

Table 1. Fables Storytelling

No	Meeting	Topic
1	Meeting 1	<b>Pre-test</b>
2	Meeting 2	The ant and the
3	Meeting 3	grasshopper
4	Meeting 4	The town mouse and
5	Meeting 5	county mouse
6	Meeting 6	Fox and A cat
7	Meeting 7	The ant and the Dove
8	Meeting 8	The Smart Parrot
9	Meeting 9	The fox and the grapes
10	Meeting 10	A wolf and a dog
		The lion, the bear, and the fox
		<b>Post-test</b>

### Formulation of the problem

The problem of this research was formulated as follows, "is it effective to teach English vocabulary by using fables storytelling to eighth-grade students of *SMP Muhammadiyah 1 of Palembang*?"

### The objective of the research

The objective was to find out whether or not it is effective to teach English vocabulary by using fables storytelling to the eighth-grade students of *SMP Muhammadiyah 1 of Palembang*.

### The significance of the research

The researchers hope the investigation would give meaningful contributions to the English Teachers. By doing this research, the teachers of English may apply storytelling as one of strategy in teaching English vocabulary, the students can increase their vocabulary achievement and enjoyment in learning, the researchers can enlarge her knowledge and experience as a prospective teacher, and hopefully, it can be a source of reference in conducting similar studies in the future researchers.

### Hypotheses

There are two hypotheses to be proposed for the research (Fraenkel, 2012), the hypotheses of this research were stated as follows:

- a. Null hypotheses (Ho): it is not effective in teaching English vocabulary by using fables storytelling to improving student's ability to the eighth-grade students of *SMP Muhammadiyah 1 Palembang*.
- b. Alternative hypotheses (Ha): it is effective to teach English vocabulary by using fables storytelling to improving student's ability to the eighth-grade students of *SMP Muhammadiyah 1 Palembang*.

### The Importance of Vocabulary Learning

Lacking grammar can be conveyed, lacking vocabulary, nothing can be conveyed, as if we spend most of our time researching grammar, our

English would not improve very much, but we would see most improvement if we can communicate very little wit grammar, but we can communicate almost anything with words and expressions. Most learners, too, acknowledge the importance.

All languages consist of vocabulary. Consequently, once everybody wants to learn a language, she/he needs to learn vocabulary. However, vocabulary in a language keeps developing in line with the development of technology and ways of life, even in our native language, and we are continually finding and learning a new word and meaning.

Vocabulary is also an element to build students' ability. The student will never comprehend the meaning of reading without knowing many words or vocabularies. Students build connections between known words and unknown words; they develop a deeper understanding of their reading.

In language learning, vocabulary is one of the most important elements that should be learned by all students. It will be hard for them to master a language without having adequate numbers of vocabularies.

### Fable

Fable is short dramatic tales, often with animals' characteristics. The fable is a brief, fictitious story embodying a moral and using person, animals, or inanimate object as characters. It means that fable is a short story often talks about animals or plants which sometimes talk and act like people and tells a moral lesson. The lesson is often stated explicitly at the end, where it takes the form of a short, memorable statement of advice or an observation about human nature and fable belongs to narrative text.

The narrative text is a kind of text to retell the story that past tense. The

purpose of the text is to entertain or to amuse the readers or listener about the story. The narrative is a message that tells the particulars of an act or occurrence or course of events generic structure of the narrative.

- a. Orientation: it tells about the setting in time, place, and characters.
- b. Complication: This part tells about the problem to be solved by characters.
- c. Resolution: it describes the clue to the confusion, and it gives a suitable ending to the story.

The narrative text is story or tale, orderly account of event composition that consist of like storytelling: literature, stories, and novels able to describe (but the one is optional): (a) orientation, (b) complication, (c) Resolution and (d), re-orientation. Furthermore, the explanation of the generic structure of the narrative text:

- a. Orientation: sets the scene and introduces the participants (characters) of the story, the time and the place the story happened (who, what, when, and where).
- b. Complication: a crisis arises. A series of event in which the main character attempts to solve the problem.
- c. Resolution: the crisis is resolved, for better or worse.
- d. Re-orientation: it is optional the ending of the story. It sometimes contains the solution.

### Storytelling

Storytelling is as old as society itself. Telling a story brings out a person's individuality and personality. It means that storytelling is the activity when we tell a story with our own words and adapt the language to their level, and we can keep eye contact most of the time with gestures and facial expressions.

There are some advantages to using storytelling in teaching. They are:

- a. By sharing stories, children begin to develop a better understanding of themselves, their families, and their world.
- b. Telling stories improves self-esteem and builds confidence and poise for speaking in front of a group.
- c. Teaching students how to tell stories to provide an outlet for creative imaginations.
- d. Storytelling gives the memorization process a purpose.
- e. As students support one another's efforts, storytelling improves class cooperation.

Storytelling is the skill of communicating about legend, fables, folk, and fairy tales, family stories and original tales in the unwritten tradition. Storytelling is assumed a historical verbal skill which is defined in formulated ways. Storytelling is the act of using vocabulary and gesture in colourful ways to create theaters in a sequence. It meant that storytelling is dating back throughout most of the human story.

### Procedures of Teaching English Vocabulary in Fables by Using Storytelling

The three-stage technique were pre-activities, while- activities and post activities. The following are the procedures of teaching English vocabulary using fables storytelling.

#### 1. Pre-Activities

- a. Teacher greets the students
- b. Teacher checks the list of attendance
- c. Apperception: Teacher reviews the previous material
- d. Motivation: Teacher gives some questions to the students such as;

have you told a story? Do you know what meaning of fable?

- e. The teacher introduces the topic and states the teaching objectives.

## 2. Whilst-Activities

- a. Teacher gives a handout of the story to the students.
- b. The teacher introduced the theme and the characters of the fable.
- c. The teacher asked the students to listen to the fabled story.
- d. The teacher tells the fable with explicit language, adding sounds or character voices, with gestures and facial expression.
- e. The teacher asked the students to find out the difficult words from the story.
- f. Some students write the meaning of the words.
- g. The teacher describes the meaning of the words.
- h. The teacher gives some vocabulary exercises to the students.
- i. The teacher gives a chance to the students like about the lesson.

## 3. Post Activities

- a. Students are encouraged to summarize the materials.
- b. The teacher informs the text materials.
- c. The teacher closed the teaching-learning activities.

## Previous Related Research

The title of this research is Teaching English vocabulary in fables by using storytelling to Eighth-grade students of *SMP Muhammadiyah 1 of Palembang*. There is one previous thesis that had been studied by the researchers in the library of University of PGRI Palembang written Fazriah (2008) The title of the previous research was'' the application of storytelling technique in teaching speaking of second-year students of Junior High School 16

Palembang''. The problem of the previous research was it effective to teach speaking by using storytelling technique to the second-year students of Junior High School 16 Palembang?'' and the objective of her research is to find out whether or not effective to use storytelling technique in Teaching English vocabulary in fables by using storytelling to Eighth grade students of Junior High School 16 Palembang.

In her research, she found that teaching speaking by using storytelling technique to the second-year students of Junior High School 16 Palembang could increase student achievement in speaking. The result of data analysis in using storytelling increased from 3,37 (pre-test) to 8,16 (post-test). There are similarities and some differences between the previous research and this research. The similarities are independents variable of the research that is the storytelling, and the differences are dependent variable and sample were taken from second-year students of the Junior High School 16 Palembang. In this research, the sample will be then from the eighth-grade student of *SMP Muhammadiyah 1 Palembang*. The dependent variable of Fazriah thesis was the students speaking achievement, and in this research, the dependent variable is the student vocabulary achievement.

Second, Suldiana (2012). Teaching vocabulary in the theme of fruits By Using the picture to the Fifth Grade Students of *SD N 62 Prabumulih*. The similarities between this research and Suldiana research is they have a similar procedure of teaching vocabulary, they have similar in the technique of teaching and theme that was used a picture, in the method of research they same used the pre-experiment method. The differences between in this research and Suldiana research is in chapter 1 in this research

do not used point the criteria for the testing hypothesis and Suldiana research used, and also they differ in population and sample.

### Methodology

In this research, pre-experimental design, “This design is called pre-experimental design used because it is not experimenting and this design has an external variable that influences with internal variables” (Sugiyono, 2012). One-group pre-test and post-test design is a single group that is measured or observed — not only after being detected to a treatment of some sorts but also before.

<b>O1</b>	<b>X</b>	<b>O2</b>
(pre-test)	(treatment)	(post-test)

(Source: Sugiyono, 2012)

### Operational Definition

In order to avoid misunderstanding of the term used in this research, the researchers need to present the operational definition of the terms: (1) teaching, (2) vocabulary, (3) fables, and (4) storytelling.

#### a. Teaching

Teaching is the activities to be conducted by the teacher in the classroom to deliver her knowledge to the sample students in order they understand the lesson taught to them. The subject that is taught in this research is English vocabulary.

#### b. Vocabulary

It is the total number of, list of words which make up language with meaning and definition.

#### c. Fable

It is a short story, often with animal or plant characters, sometimes talks and act like the people and the tells a moral lesson

#### d. Storytelling

it is the activity when we tell a story with our own words and adapt the language to their level, and we can keep eye contact most of the time with gestures and facial expression.

### Research Variables

A variable is a characteristic that can change in value or magnitude under different conditions (Benokraitis, 2010). Variable can be attitudes, behaviour, or traits such as ethnicity, gender, and social class.

There are two kinds of research variables: They are the independent and dependent variable. Independent variables presumed to affect on to influence some other variables, while the dependent variable is presumed to affect to influence some another variable, while dependent variable that independent variable is presumed to be an effective (Arikunto, 2010).

These two types of variables employed in the practice of research; the first variable is the independent variable in the practice of storytelling in the teaching English vocabulary. The second variable is the dependent variable is the improvement that the students make in their vocabulary during the practice of the method. The independent variable directly affects the dependent variable.

### Population

The population is the generalization region consisting of objects or subjects that have certain qualities and characteristics defined by the research to be studied and that drawn conclusion. The population of this research was the eighth-grade students of *SMP Muammadiyah 1 of Palembang* in the academic year 2017/2018. The total was 132 students.

### Sample

The sample is a set of elements drawn and analyzed to estimate the

characteristic of the population. The researchers chose one class, and each class consists of 33 students. In selecting the sample, the researchers used a convenience sampling.

**The Technique for Collecting the Data**

To collect the data for this research, the researchers used the written test. The test was used because it is considered as the most reliable way to get some information. They were two kinds of the tests to measure the students’ achievement in learning, the vocabulary they are pre-test and post-test. The pre-test was given to the students before the researchers experimented with seeing the student

vocabulary mastery. The post-test was given to the students after the experiment to find out the learning achievement of the students. The material of the test, pre-test and the post-test which are given to the students were the same.

**Validity**

Validity test was checked through the content validity. The accuracy of the result leads to the use of an evaluation procedure under the purpose of measurement. Validity is a situation when an evaluation instrument can measure what exactly should be measured precisely. Follows is the table of the test of specification.

**Table 2.**The Test of Specification.

Objective	Indicators	Material	Type of test	Total
To measure the student’s ability in using vocabulary with ten themes of fables.	The students can choose the correct answers.	Vocabulary theme: “The Ant and the Grasshopper”  “The Town Mouse and the Country Mouse”  “The Lion the Bear, and the Fox	Multiple choice test	40

**Reliability**

Reliability is a condition that describes the level of the relevant instrument capable of measuring what will be measured. It means that reliability is a degree of accuracy (gauges), whether the instruments used appropriately to measure what will be measured. In this research, the researchers used SPSS 17.0 program.

The score range was used to interpret the students’ score. The formula as was as follows:

$$X = \frac{R}{N} \times 100$$

Where:

X: Result of English vocabulary score

R: The total number of the correct answer

N: The total number of items

(Source: Arikunto, 2010)

**Techniques for Analyzing Data**

The technique would be used in analyzing the data are score range and match t-test.

**a. Score Range**

**Table 3.** The Score and Level Grades of the Students’ Competency

Score	Grade	Level of Competency
86-100	A	Excellent
71-85	B	Good
56-70	C	Fair
41-55	D	Poor
0-40	E	Very Poor

### b. t-test

In analyzing the data obtained from the test, SPSS (Statistical Packages for the Social Sciences) 17.0 was used. The paired sample t-test was used to compare the pre-test and post-test in the experimental group.

## Findings and Discussion

### Findings

The findings of this research consisted of (1) the result of students' score in the pre-test, (2) the result of student' score in post-test, (3) the level of competency of the student' score and (4) the comparison between pre-test and post-test in students' score.

### The Result of Students' Score in Pre-test

A pre-test was given before the treatment. The number of students who participated in this group was 33 students. The statistics showed that the total score of the students was 2179 by the total number of simple students were

33 students, the maximum score was 85, and the minimum score was 45. Mean score in the pre-test were 66.03, median 65.00, mode 65, and range 40 with a standard deviation of 9.376 from 33 students.

### The Frequency Data of Pre-test

The frequency Data Pre-test showed that the lowest score was 45 got one student (3.0%) from the total number of students. There were two students (6.1%) who got 50, there were two students (6.1%) who got 55, and there were six students (18.2%) who got 60. There were eight students (24.2%) who got 65. There was one student (3.0%) who got 67. Where five students (15.2%) who got 70. There were three students (9.1%) who got 75, and there was one student (3.0%) who got 77. There were three students (9.1%) who got 80. There was one student (3.0%) who got 85 as the highest score in the pre-test.

**Table 4.** The Frequency Data of Pre-Test

		Frequency	Percent (%)	Valid Percent	Cumulative Percent
Valid	45	1	3.0	3.0	3.0
	50	2	6.1	6.1	9.1
	55	2	6.1	6.1	15.2
	60	6	18.2	18.2	33.3
	65	8	24.2	24.2	57.6
	67	1	3.0	3.0	60.6
	70	5	15.2	15.2	75.8
	75	3	9.1	9.1	84.8
	77	1	3.0	3.0	87.9
	80	3	9.1	9.1	97.0
	85	1	3.0	3.0	100.0
	<b>Total</b>	<b>33</b>	<b>100.0</b>	<b>100.0</b>	

### The Result of Students Score in Post-test

Post-test was given after doing the treatment by using fables storytelling. The number of students who participated in this group was 33 students. The statistics showed that the result of post-test, the total score of the students was 2379 by the total number of sample

students were 33 students, the maximum 88 and the minimum 50. Therefore mean in the post-test were 72.09, median 75.00, mode 80, and range 38 with the standard deviation of this test were 9.241.



**The Frequency Data of Post-test**

The Frequency Data of Post-test showed that the lowest score was 50 got one student (3.0%) from the total number of the student. There was one student (3.0%) who got 55, three students (9.1%) who got 60, six students

(18.2%) who got 65, five students (15.2%) who got 70, four students (6.1%) who got 78, eighth students (24.2%) who got 80, two students (6.1%) who got 85. There was one student (3.0%) who got 88 as the highest score in post-test.

**Table 5.** The Frequency Data of Post-Test

	Frequency	Percent (%)	Valid Percent	Cumulative Percent
Valid	50	1	3.0	3.0
	55	1	3.0	6.1
	60	3	9.1	15.2
	65	6	18.2	33.3
	70	5	15.2	48.5
	75	4	12.1	60.6
	78	2	6.1	66.7
	80	8	24.2	90.9
	85	2	6.1	97.0
	88	1	3.0	100.0
<b>Total</b>	<b>33</b>	<b>100.0</b>	<b>100.0</b>	

The result of level of students' competency showed:

**Table 5.** Level of Students Competency

Score Interval	Level of Competency	Pre-test Frequency	Percentage	Post-test Frequency	Percentage
85-100	Excellent	1	3.0%	3	9.1%
75-84	Good	7	31.5%	15	45.2%
65-74	Fair	21	50.1%	13	39.6%
39-60	Poor	4	15.2%	2	6.1%
0-40	Very poor	-		-	
Total		33	100%	33	100%

**The Statistics of Pre-test and Post-test in Students Score**

The result showed that the mean of pre-test was 66.03, while the standard deviation of pre-test was 9.376, and standard error means 1.632. The mean of post-test was 72.09, while the standard deviation of post-test was 9.241, and standard error means 1.609.

**The Result of Pre-test and Post-test Standard Score**

**Table 6.** Paired Samples Test

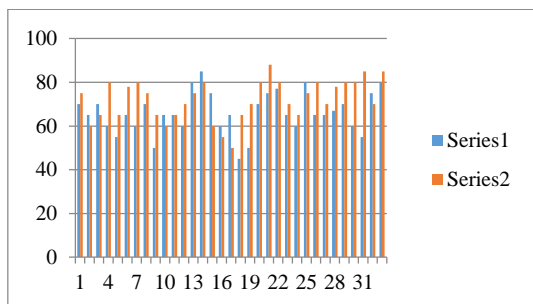
Sig.(2-tailed)	Paired Differences		Std. error	T	df
	Mean	Deviation			

Pair 1	Pre-test	-6061	10.906	1.898	-9.928	2.194	3.192	32
	Post-test							

Table 6 showed the result of the paired sample t-test that value of t-obtained was 3.192 at the significant level  $\alpha = 0,05$  for two-tailed test and degree of freedom was 32, and  $t_{table}$  was 2.03951.

Based on the result, the null hypothesis ( $H_0$ ) was rejected because t-obtained was higher than  $t_{table}$   $3.192 > 2.03951$ . Moreover, consequently, the alternative hypothesis ( $H_a$ ) was accepted. From the data, it showed that the students' score had a comparison from the pre-test to post-test. It means that Teaching English vocabulary by using fables storytelling to Eighth-grade

students of *SMP Muhammadiyah 1 Palembang* was effective.



**Chart 1.** Pre-test and Post-test in Students Score

Based on the chart above, it showed that the score of pre-test to post-test the lowest score in pre-test was 45 and the lowest score of post-test was 50, it means from level very poor become poor. The highest score in pre-test 85 and the highest score was 88, from level excellent (85) become excellent (88). It means that Teaching English vocabulary by using fables storytelling to Eighth-grade students of *SMP Muhammadiyah 1 Palembang* was effective.

### Conclusion

Based on the result of data analysis could be stated that students' achievement in learning vocabulary after treatment had good progress. Therefore it can be concluded that teaching English vocabulary by using fables storytelling in the academic year 2017-2018 was effective. We could be concluded that the alternative hypothesis was accepted and the null hypothesis was rejected. It means that it was effective to teach English vocabulary by using fables storytelling to the eighth-grade students at *SMP Muhammadiyah 1 Palembang*.

### Suggestions

After concluding, the using fables storytelling to the eighth-grade students' ability in riddle techniques, some suggestion would like to be

contributed to the teachers of English are suggested to teach step by step to make the students more interested, more relaxed and not bored in learning, to the teachers of English are suggested to use riddle as alternative techniques in teaching, to the schools are suggested to make a program of English language day to make the students easier in learning vocabulary, to the future researchers will be a reference for other researchers to experiment, especially in speaking by using fables storytelling.

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