

THE USING OF STORYTELLING IN TEACHING VOCABULARY TO IMPROVE ENGLISH LITERACY OF THE FIFTH GRADERS AT SDIT SAMAWI YOGYAKARTA

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Article Info	ABSTRACT			
Article history: Published Mar 31, 2023	This research is aimed to find out the effect of using storytelling in teach vocabulary to improve English literacy of the fifth graders at SD IT Sama Yogyakarta. This research method was Quasi Experimental Research, while research design used Nonequivalent Control Group Design. The sample in the research was students of class 5. Class 5 Ar Rozi (24 students) as the experiment class and class 5 Ibnu Rusyd (26 students) as the control class. The experiment			
<i>Keywords:</i> Storytelling English literacy Teaching vocabulary Effective teaching Children literacy development	group was students taught using storytelling whereas the control group was students taught using conventional technique. The data were obtained by using pretest and post-test. The pre-test was given to both groups before the treatment and the post-test was given after the treatment. The data of the pre-test and post-test of both groups were analyzed by using descriptive and inferential statistics. After the data were tested and found to be homogeneous and normal, the hypothesis was tested using t-test. In the experimental group the average of post-test was 76.6 and the control group was 70.4. The result of hypothesis t-test showed that the significance value was $0,026 < 0,05$. It means that there was significant difference in learning achievement between students who taught by using storytelling and those taugh by using conventional technique.			
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Rahayu., & Ummayah, K., (2023). The Using of Storytelling in Teaching Vocabulary to Improve English Literacy of The Fifth Graders at SDIT Samawi Yogyakarta. Khazanah Pendidikan-Jurnal Ilmiah Kependidikan (JIK), 17 (1). 390-401.



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1. INTRODUCTION

Vocabulary plays an important role in listening, speaking, reading and writing. Developing students' vocabulary is one of the most important responsibilities of an English teacher. Vocabulary should be taught from the start, i.e. in primary school, to give students the best chance of learning English. The techniques used by their teachers make English lessons more exciting when they relate to the real world. Techniques can be used to teach vocabulary with pictures, songs, games, puzzles, stories, etc.

Thornburry, quoted by Alqahtani (2015: 24), states that for teachers, teaching vocabulary to their students is one of the essential elements of language learning. This is because languages are word-based. Introducing vocabulary helps students understand and communicate in the target language. Consistent with this claim, Cross (1992: 5) argues that the goal of all language education is to provide students with a wide range of vocabulary. When the teacher makes vocabulary learning a high priority, it does not mean that the teaching and learning process abandons grammar. On the contrary, it gives students the opportunity to learn and use grammar (Cameron, 2001: 72).

The most common vocabulary learning model used by some teachers is word-for-word memorization or translation, aided by a dictionary. We need to know that students, and even young students, have a fresh mind to remember. Also, students will be very bored if they learn something that doesn't interest them. The impression is that the teacher forces the students to always learn something, but the teacher cannot be the best guide for the students to find their interest.

According to Bishop and Glynn in Alterio (2003), storytelling is an ideal teaching and learning tool because it takes seriously the need for students to make experiences meaningful, using their own culturally generated meanings to enhance the relationship between students creating new knowledge and learning from others. Additionally, sharing and reflecting on stories provides opportunities for students to develop authentic relationships with their peers.

Based on the observation of the researcher at SD IT Samawi Yogyakarta, many students of the fifth grade have difficulty learning English, especially their vocabulary. The researcher found a phenomenon. First, the students have a limited vocabulary. It can seen if the teacher asks in English, most of the students don't understand and can't express their idea in English. Students also have difficulty remembering the meaning and pronunciation of words. Therefore, SD IT Samawi Yogyakarta lacks English learning hours. It is only once a week with a duration of 60 minutes. Second, the teacher uses monotonous methods in the teaching and learning process. It can be seen that the teacher only used textbooks as the learning media and the teachers do not use various methods and techniques, so the students do not enjoy the learning process.

Barzaq in Skhela (2010) defined storytelling as a knowledge management technique, a means of disseminating information, targeting the public and the sense of information. way of telling stories through images. Furthermore, Taylor (2013) defined narration as the act of a person verbally narrating to one or more listeners, without the use of written text, a plausible account of an event or series of events. It can be inferred that Storytelling tells a literary text that has a sequence of events, including the use of voice and body language to convey the text from one person to another in colorful ways to create scenes. In telling the story, the teacher must follow five sequential components in order for the story to be effective in the learning process.

Presenting storytelling with picture will be helpful for the students when we use pictures. It is supported by dale (1963:260) that by provides of related pictures together we can tell a continuing story. Furthermore, Hatchett (1956:175) says that children like to look at attractive, easy picture books in preceding stage and will choose stories for the teacher to tell them. It means that pictures can be a source of fun for the students to make them realize that pictures for actual objects.

According to, Tidyman (1969:217) explains that the experiences of hearing, seeing, touching, turning pages, examining pictures, observing, the printed symbol of language, and usually commenting on those elements found interesting are essentials in children's initiation to literature. Moreover, he adds that picture can be used to stimulate the students' direction of thinking, the mood. In addition, Tidyman (1969:218) notes that appropriate words and phrases can lay the basis for the students own effort to continue story. It can also be concluded that picture is an effective media to stimulate the students in conducting storytelling. It means that by showing pictures to the students will hopefully involve them in the story and develop their new perception in learning language, especially their vocabulary.

Based on the above phenomena, the researcher found an effective solution for teaching vocabulary to improve English literacy to fifth grade students of SD IT Samawi Yogyakarta. Storytelling supported by picture is chosen as vocabulary teaching technique at the elementary level. It has attracted the interest of elementary school students in learning vocabulary because most of them like stories and pictures, so it can bring a lot of joy and opportunity to memorize words and understand sentences easily.

2. METHOD

In this research, the researcher conducted quantitative method. This study was carried out at SD IT Samawi, Bantul, Yogyakarta. Which is located on Tajeman village, Bantul, Tajeman, Palbapang, kec. Bantul, Yogyakarta 55713. This research was conducted in July until August 2022. Population of this research are the 5th grade at SD IT Samawi Yogyakarta. It divides in two classes are 5th grade Ar Rozy, which consisted of 24 students and 5th grade Ibnu Rusyd, which consisted of 26 students. The total population was 48 students. The sample of this research is students from 5th grade Ar Rozy as experimental class and 5th grade Ibnu Rusyd as control class in SD IT Samawi Yogyakarta.

The researcher was applied a quasi-experimental design. In this research used Cluster Random Sampling. Quasi experimental design is a type of research design that have control group and experimental group were not chosen randomly. It means there are two group in this research, one class as experimental group and one class as the control group. In accordance with the research design, before being given treatment, both of the experimental group and the control group given a pretest to find out the score before being given a treatment.

This design can be described as follows:

Table 1. Research design

Class	Pre-test	Treatment	Post-test
Experiment	O ₁	X	O_2
Control	O 3	-	O4

Description:

E = Experimental Group C = Control Group

X = *Treatment using storytelling*

 $O_1 = Pre$ -test experimental class

- $O_3 = Pre$ -test control class
- $O_2 = Post-test experimental class$
- $O_4 = Post-test \ control \ class$



Picture 1. The chart of research design

According to (Sugiyono, 2019: 68) the variable is an attribute or nature or value of a person, object or activity with some variation which is determined by the researcher to study and then draw conclusions. In this study, the variables used are the following:

a. Independent variable (X)

The independent variable is a variable that influences the change in the occurrence of the dependent variable or becomes the cause of the change. This research, the independent variable is the storytelling.

b. Dependent variable (Y)

Dependent variable is a variable that is influenced or becomes an outcome due to the independent variable. In this research, the dependent variable is vocabulary.



Techniques of Data Analysis

a. Descriptive Statistic

Descriptive statistics use the mean and standard deviation result. Hatch and Farhady (1982: 39) explained that descriptive analysis is a statistic used to summarize data. Descriptive statistics for mean and standard deviation.

b. Inferential Statistic Inferential statistics is defined as the use of descriptive statistics of samples to draw a conclusion (estimate) from the population.

1. Normality Test

Normality test was used to test both the pre-test and post-test data whether to have a normal distribution or not. The normality test used Kolmogorov Smirnov's formula.

The interpretation of the normality test can be summarized as follows:

- (a) If the value of Significance was higher than 5% alpha (Sig. > 0.05), it can be concluded that the data was normal distribution.
- (b) If the value of Significance was less than 5% alpha (Sig. < 0.05), it can be concluded that the data was not normal distribution.

2. Homogeneity Test

The homogeneity test aims to determine whether the sample of the population has the same variance or does not show significant differences from each other. The interpretation of the homogeneity test results is done by observing the value of significance (Sig.).

The interpretation can be concluded as follows:

- (a) If the significance is less than 0.05 (Sig. < 0.05), the variants different significantly (not homogeneous).
- (b) If the significance is higher than 0.05 (Sig. > 0.05), the variants are significantly similar (homogeneous).

3. Hypothesis Test

For the Hypothesis test, the researcher used t-test to find out whether or not there is a significant difference between the post-test results of the experimental class and the control class. The t-test in this study was conducted twice. First, t-test for pre-test data which is to find out the initial condition of the research subject of two group. Second, calculate the t-test for the post-test data to find out the effect of the teaching and learning process that can be seen based on the final condition of the research subject after being given treatment.

To process the data, the researcher was using SPSS program version 25. For the criteria for accepting and rejecting hypothesis are as follows:

- (a) If the result t-hitung > t-tabel, then alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.
- (b) If the result t-hitung < t-tabel, then alternative hypothesis (Ha) was rejected and null hypothesis (Ho) was accepted.

3. FINDING AND DISCUSSIONS

Data Description

In the data description, the researcher firstly wanted to propose and to explain more about the description of teaching and learning processes both in the control and experimental class when this study was held, but the researcher just explained the main point of teaching, because the detail activities can be seen and read in the lesson plans had been made. This study was held in July18, 2022 and taken place in SD IT Samawi Yogyakarta. The subject of this research was students from 5th grade Ar Rozy as experimental class and 5th grade Ibnu Rusyd as control class. Teaching vocabulary material food and drink was conducted in the three meetings both in the control and experimental class. In SD IT Samawi, the English course was taught once in a week with 60 minutes duration. Therefore, the researcher needed one month to conduct this study. The schedule of the pretest, treatment, and posttest are shown in Table 3 below.

Experimental Class	August 8, 2022	Treatment
Experimental Class	August 15, 2022	Post-test
Control Class	July 21, 2022	Pre-test
Control Class	July 28, 2022	Treatment
Control Class	August 4, 2022	Treatment
Control Class	August 11, 2022	treatment
Control Class	August 18, 2022	Post-test

 Table 3. The schedule of Experimental and Control Class

The first class to be taught was the control class namely class Ibnu Rusyd where the teacher taught using lecturing method without any media. The next class was the experimental class that was in class Ar Rozy where the teacher taught using storytelling.

Data Description of the Students' Achievement in Experimental and Control Class

1. Experimental Class

a. Pre-Test

The experimental class is a class taught using storytelling in vocabulary learning. Subject in the experimental class pre-test are 24 students. Pre-test score had purpose to measure the students' ability in vocabulary before treatment. From the result of the pre-test, the data showed the highest score was 86.6 and the lowest score was 53.3.

By using SPSS, it is known that the average score (mean) achieved by students in the experimental class pre-test was 67.4; mode was 60; median was 66.6; and the standard deviation was 9.6854. The frequency distribution of pre-test scores of Vocabulary skills with the experimental Class are shown in Table 4 below.

 Table 4. Frequency Distribution of the Experimental Class Pre-test

Class Interval	Mid-Point	Frequency	%
53,3-58,3	55,8	3	12,5
58,4-63,4	60,9	6	25
63,5-68,5	66	6	25
68,6-73,6	71,1	5	20,8
73,7-78,7	76,2	0	0
78,8-83,8	81,3	2	8,3
83,9-88,9	86,4	2	8,3
Total		24	100





From the table and the diagram above, the students' most frequent scores were in interval 58,4-63,4. It can be concluded that the majority of the students belonged to a medium category in the pre-test.

b. Post-Test

A post-test of experimental class aims to find out the score of the students after given treatment. From the post-test, data showed the highest score was 93.3 and the lowest score was 60.By using SPSS, it is known that the average score (mean) achieved by student in the experimental class post-test was 76.6; mode was 73.3; median was 76.6; and the standard deviation was 9.4261. The frequency distribution of post-test scores of Vocabulary skills with the experimental Class are shown in Table 5 below.

Class Interval	Mid-Point	Frequency	%
60-65	62,5	2	8,3
66- 71	68,5	4	16,7
72-77	74,5	6	25
78-83	80,5	6	25
84-89	86,5	4	16,7
90-95	92,5	2	8,3
Total		24	100

Table 5. Frequency Distribution of the Experimental Class Post-test

From the table and the diagram above, the students' most frequent scores taught using storytelling were in interval 78-83. It can be concluded that the majority of the students belonged to an advanced or a very good category in the post-test.

- 2. Control Class
 - a. Pre-Test

The control class is the class taught without using storytelling, instead of using lecturing method. A pretest was conducted to find out the result of the vocabulary test. Subjects in the control class pre-test are 26 students. From the results of the pre-test, data showed the highest score achieved by students was 80 and the lowest score was 46.6. By using SPSS, it is known that the average score (mean) achieved by student in the control class pre-test was 63.5; mode was 60; median was 63.3; and the standard deviation was 8.8931. The frequency distribution of pre-test scores of Vocabulary skills with the control Class are shown in Table 6 below.

Table 6. Frequency Distribution of the Control Class

Class Interval	Mid-Point	Frequency	%
46,6-51,6	49,1	2	7,7
51,7-56,7	54,2	3	11,5
56,8-61,8	59,3	8	30,8
61,9-66,9	64,4	7	26,9
70-75	72,5	4	15,4
76-81	78,5	2	7,7
Total		26	100

From the table and the diagram above, the students' most frequent scores were in interval 56,8-61,8. It can be concluded that the majority of the students belonged to a medium category in the



Picture 6. Picture of the students' pre-test score of the control class

b. Post-Test

A post-test of the control class aimed to find out outcomes of learning of vocabulary without using storytelling. From the results of the post-test, data showed the highest score achieved by students was 86.6 and the lowest score was 53.3. By using SPSS, it is known that the average score (mean) achieved by student in the control class pre-test was 70.4; mode was 73.3; median was 73.3; and the standard deviation was 9.4552. The frequency distribution of post-test scores of Vocabulary skills with the control Class are shown in Table 7 below.

Class Interval	Mid-Point	Frequency	%
53,3-58,3	55,8	2	7,7
58,4-63,4	60,9	4	15,4
63,5-68,5	66	6	23,1
68,6-73,6	71,1	8	30,8
73,7-78,7	76,2	0	0,0
78,8-83,8	81,3	3	11,5
83,9-88,9	86,4	3	11,5
Total		26	100,0

 Table 7. Frequency Distribution of the Control Class Post-test



Picture 7. Histogram of the students' post-test score of the control class

From the table and the diagram above, the students' most frequent scores taught using lecturing method were in interval 68,6-73,6. It can be concluded that the majority of the students belonged to a good category in the post-test.

Data Analysis

Before testing the hypothesis, the data needed to be tested for normality and homogeneity. Normality test was used to know whether the data were in the normal distribution or not, whereas homogeneity was applied to know whether the data were homogenous or not. In this study, the data used t-test was pre-test and post-test.

1. Normality Test

Normality test is used to find out whether the data obtained normally distributed or not. It can be said normal distribution if the value of probability or significance was higher than significance level 5% or 0.05. The researcher used Kolmogorov-Smirnov in SPSS Program version 25 in testing normality to know and investigate whether the sample came from normal distribution population or not. The result of the normality test is presented as follows.

Variabel	Sig.	α	Statement
Pre-test Experimental Class	0.111	0.05	Normal
Post-test Experimental Class	0.200	0.05	Normal
Pre-test Control Class	0.107	0.05	Normal
Post-test Control Class	0.105	0.05	Normal

 Table 8. The Result of Normality Test in Experimental and Control Class

Based on the table above, it can be concluded that the distribution of the data of pre-test and post-test both experimental and control Class are normal. It can be seen from the value of sig. which was higher than 0.05 (Sig. > 0.05).

2. Homogeneity Test

Test of homogeneity was conducted to know whether all groups were similar or not. The Levene-Test was employed to test the homogeneity. Data is said to be homogeneous if the significance value was higher than 0.05 (significance level). The result of homogeneity test is presented as follows.

Variabel	Sig.	ά	Statement
Post-test Experimental Class	0.931	0.05	Homogeneous
Post-test Control Class	-	0.05	

Table 9. The Result of Homogeneity Test

Based on the table above, it can be concluded that the significance value of post-test (0.931) was higher than 0.05. It means that the sample variance was homogeneous.

3. Hypothesis Test

After the data normal distribution and homogeneous, the next processes were hypothesis testing. The hypothesis testing is aimed to find out any significant differences between vocabulary class taught by using storytelling and class taught by lecturing method for the fifth graders at SD IT Samawi Yogyakarta. Hypothesis testing in this study used the t-test namely independent sample t-test in analyzing data.

1) t-test of Pre-test Experimental and Control Class

t-test in this step is aimed to find out any significant differences between pre-test result of the experimental class and control class. The research hypotheses used independent sample t-test was as follows. Ho: There is no significant difference in the pre-test results of the experimental class with control class.

Ha: There is significant difference in the pre-test results of the experimental class with control class.

In conclusion, if the value of significance is less than 0.05, then Alternative Hypothesis (Ha) is accepted. It means there is significant difference in the pre-test results of the experimental class with control class. While, if the value of significance is higher than 0.05, then Alternative Hypothesis (Ha) is rejected and Null Hypothesis (Ho) is accepted. It means there is no significant difference in the pre-test results of the experimental class with control class. The result of the pre-test T-test can be seen in the following table below:

Table 10. The Result of Pre-test t-test of the Experimental and Control Class

Variabel	Mean	tcount	Sig.	Statement
Pre-test Experimental Class	67.4	1.488	0.143	No Difference
Pre-test Control Class	63.5			No Difference

Based on the table above, the result of the analysis of t-test show that the value of tcount was 1.488 and the value of significance (Sig) was 0.143. The value of significance (Sig.) was higher than 0.05. Then, it can be stated that Alternative Hypothesis (Ha) was rejected and Null Hypothesis (Ho) was accepted. It means that There is no significant difference in the pre-test results of the experimental class with control class. So, it can be concluded that the experimental and control class have the same ability.

2.) t-test of Post-test Experimental and Control Class

t-test is aimed to find out any significant differences between post-test result of the experimental class and control class. The research hypotheses used independent sample t-test was as follows.

Ho: There is no significant difference in the post-test results of the experimental class with control class.

Ha: There is significant difference in the post-test results of the experimental class with control class.

In conclusion, if the value of significance is less than 0.05, then Alternative Hypothesis (Ha) is accepted. It means there is significant difference in the post-test results of the experimental class with control class. While, if the value of significance is higher than 0.05, then Alternative Hypothesis (Ha) was rejected. and Null Hypothesis (Ho) is accepted. It means there is no significant difference in the post-test results of the experimental class with control class. The result of the post-test t-test can be seen in the following table below:

Variabel	Mean	tcount	Sig.	Statement		
Post-test Experimental Class	76.6	2.304	0.026	Difference		
Post-test Control Class	70.4			Difference		

Table 11. The Result of Post-test t-test of the Experimental and Control Class

Based on the table above, the result of the analysis of t-test show that the value of tcount was 2.304 and the value of significance (Sig) was 0.026. The value of significance (Sig.) was smaller than 0.05. Then, it can be stated that Alternative Hypothesis (Ha) was accepted and Null Hypothesis (Ho) was rejected. It means that there was significant difference in the post-test results of the experimental class taught by using storytelling with the control class whose taught by using lecturing method.

4. CONCLUSION AND SUGGESTIONS

This study aimed to know the effectiveness between methods in teaching vocabulary namely the using storytelling and conventional way or lecturing method toward the students' achievement in vocabulary of food and drink to fifth grade students at SD IT Samawi Yogyakarta used both in the control and experimental class. It was also definitely to know the students' scores in vocabulary. In this study, the researcher just used a test as a tool to collect the data, because the researcher just wanted to know the students' vocabulary.

In analyzing the data, the researcher used two techniques namely descriptive and inferential statistics. Both of them had the different purposes where descriptive statistics was applied to know the students' average scores including mean, median, mode, standard deviation, minimum and maximum value. While inferential statistics was used to know the significant differences among two methods and to prove the hypotheses. After collecting the data, the researcher analyzed it using t-test with SPSS Program version 25.

Based on the computation of the post-test result, the mean score of experimental class on their vocabulary ability was 76.6 while that of the control class was 70.4 It can be interpreted that the mean score of the experimental group taught using storytelling was higher than the control group taught using conventional or lecturing method. Those results were also same with testing results of hypothesis in t-test showing that there was a significant difference of the experimental group taught using storytelling and the control group taught using conventional or lecturing method. Those had been proved by using t-test in SPSS Program version 25 scoring the significance value 0.026 that was lower than significance level of alpha (α) 5% or 0.05. It means, Ho was rejected and Ha was accepted there was a significant difference of the students' vocabulary mastery who taught by using storytelling techniques.

The result showed that the mean score of the post-test from the experimental class was significantly higher than the control class (77 > 65). These results showed that the students taught using the Storytelling Technique achieved better scores than those taught by using the Memorizing Words Technique. In addition, the finding of the study from Sembiring Novalina and Ginting A.Y. Fiber (2019) entitled Improving Students' Vocabulary Achievement by Using Storytelling. The percentage of student scores increased by 43.34% from pre-test to formative test and 265% from pre-test to post-test. It means that the storytelling can improve students' vocabulary mastery.

In conclusion, the used of storytelling technique in the teaching learning process of vocabulary can make a significant improvement in the student's score and their English literacy development. The storytelling gave more benefits in learning process vocabulary than lecturing method. The storytelling that supported by picture gave the students more stimulus and input. Also, storytelling technique make the students interested in studying vocabulary because most of them like story and picture, so it can bring much joy and give opportunities to remember the words and understand the sentence easily. This was different from lecturing method where the students learned without media in learning vocabulary. The teacher just explained materials more in front of class. Therefore, the students were bored and not motivated in learning vocabulary. This shows that learned by using storytelling that supported by picture was effective to be used in teaching vocabulary especially to improve English literacy for the fifth grade students of SD IT Samawi Yogyakarta.

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