

**THE EFFECT OF STORY TELLING ON STUDENTS' VOCABULARY
MASTERY AT SMPN 1 NOSU MAMASA**

SKRIPSI

By :

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY BOSOWA MAKASSAR
2016**

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Submitted to the Faculty of Teacher Training and Education in Partial
Fulfillment of the Requirements for the Sarjana Degree

UNIVERSITAS

BOSOWA

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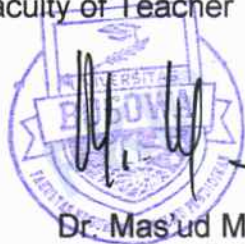
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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "***The Effect of Story Telling on Students' Vocabulary Mastery at SMPN 1 Nosu Mamasa***" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan hasil karya plagiat. Saya siap mananggung resiko / sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya seni ini.

Makassar, 31 August 2016

Yang membuat pernyataan,



Elisabeth

ABSTRACT

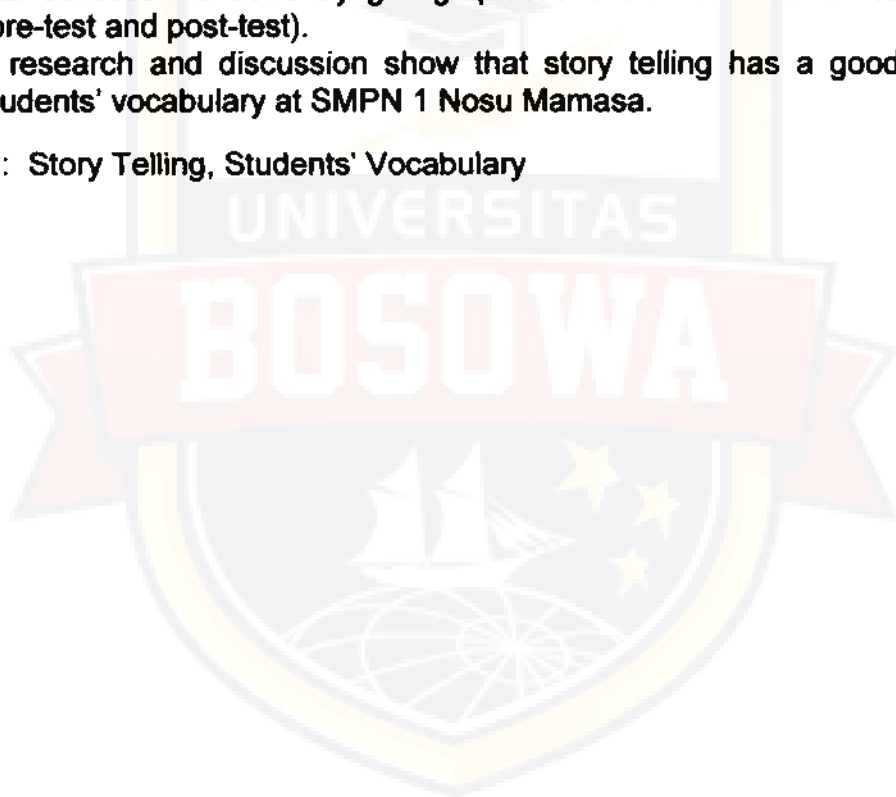
Elisabeth. 2016. *The Effect of Story Telling on Students' Vocabulary Mastery at SMPN 1 Nosu Mamasa*. Skripsi. English Education Departement. (supervised by: Dahlia D. Moelier and ST. Haliah Batau).

The aims if this research is to know the effect of story telling to students in learning vocabulary. The result of this research is expected to be useful for teachers to show the best teaching method in motivated students and could help students to be more motivated in studyng.

This research used experiment method. Populasion is taken from grade VIII of the first semester and the sample is 20 students of class VIII-A. The data collection is done by giving questions that consists of 20 numbers (pre-test and post-test).

The research and discussion show that story telling has a good effect on students' vocabulary at SMPN 1 Nosu Mamasa.

Key words : Story Telling, Students' Vocabulary



ABSTRAK

Elisabeth. 2016. *The Effect of Story Telling on Students' Vocabulary Mastery at SMPN 1 Nosu Mamasa*. Skripsi. Pendidikan Bahasa Inggris (Dibimbing oleh Dahliah D. Moelier Dan ST. Haliah Batau).

Tujuan penelitian ini adalah untuk mengetahui pengaruh cerita terhadap motivasi siswa dalam belajar kosa kata bahasa Inggris. Hasil penelitian ini diharapkan dapat bermanfaat bagi guru bagaimana cara terbaik dalam memotivasi siswa dan membantu siswa untuk lebih termotivasi dalam belajar.

Metode penelitian yang diterapkan adalah *experiment*. Populasi penelitian ini adalah siswa kelas VIII semester pertama dan sampelnya adalah 20 siswa kelas VIII-A. Instrumen data diperoleh melalui pemberian tes yang terdiri dari 20 soal (pre-test and post-test).

Berdasarkan dengan hasil penelitian dan pembahasan menunjukkan bahwa penggunaan story telling berpengaruh terhadap penguasaan kosa kata siswa di SMPN 1 Nosu Mamasa.

Key words : Mendongeng, kosakata siswa

ACKNOWLEDGEMENT

Firs of all, the writer would like thank and praise to Lord Jesus Crist, the almighty God for his blessing in completing this Skripsi as one of requirements to get of sarjana degree, at English Education Department, Faculty of Teacher Training and Education , University Bosowa Makassar.

During the research and writing this skripsi, there are many people have given their help and support to complete the skripsi. For those reasons the highest appreciation is addressed to Dra. Dahlia D. Moelier, M.Hum as the first supervisor, and Hj. St. Haliah Batau, S.S., M.Hum. as the second supervisor for the guidance and correction. All correction contributed significant inputs, especially for the writer knowledge of English and writing scientific work.

The writer gives grateful to Prof. Dr. Ir. Muhammad Saleh Pallu, M.Eng as the rector of University Bosowa Makassar.

The writer also gives grateful to Dean of faculty of Teacher Training and Education Dr. Mas'ud muhammadiya, M.Si, and all lecturers who have provided education and science that are very useful for the and will not be forgotten Thanks to all staffs for their services.

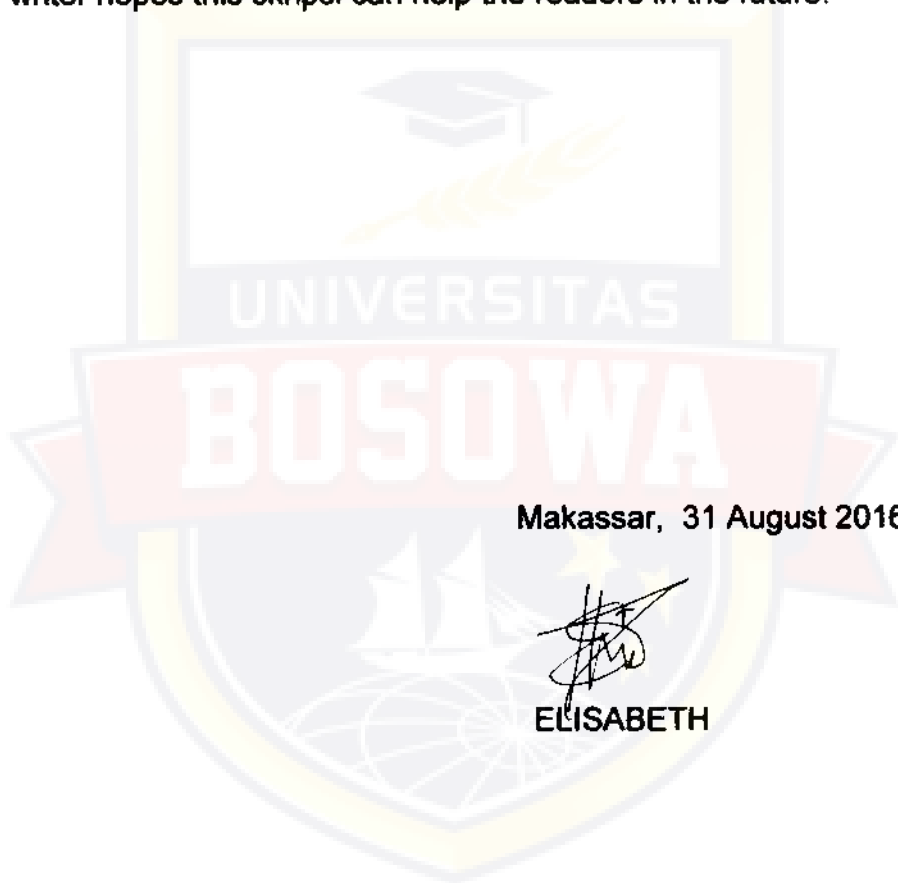
The writer grateful is given for her beloved family, her father Langi', the best mother ever Seleng, her brother and sister, Rosina, Rapa, Dorkas and Nataniel, for their support, pray contribution, and expenses.

The writer appreciate the head master of SMPN 1 Nosu Mamasa, Tadius, S. Pd to English teacher Lobertus Limbu Patongloan, S. Pd as an and all

students at class VIII-A of SMPN 1 Nosu Mamasa for their participation in this research.

The writer also expresses thanks to all friends Elvira, Pakiwa, rismawaty, Nurul, and who always being when the writer needs and also for all friends who could not one by one.

Finally, the writer hopes this skripsi can help the readers in the future.



Makassar, 31 August 2016

ELISABETH

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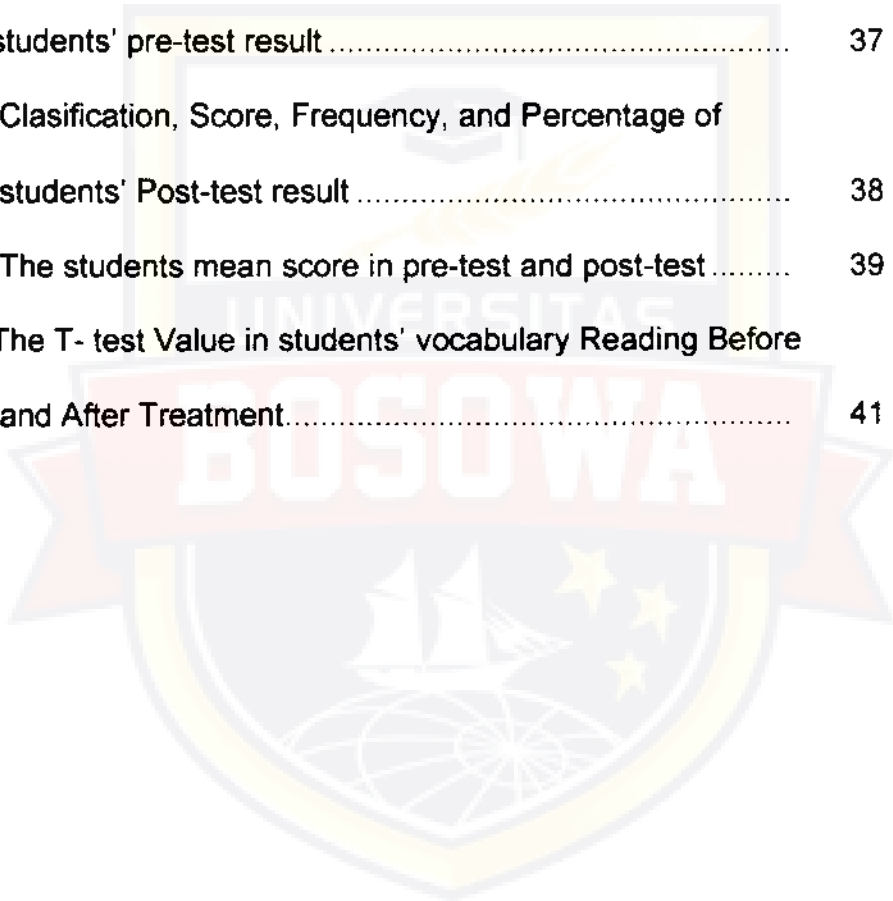
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CAPTER I

INTRODUCTION

This chapter deals with Background, problem statement, Objecteve of the research, significant of the research, and Scope of the research.

A. Background

Due to increase communication among people from different places of origins and linguistic background,there is a need to agree on internasional language as a means of communication.In other word,language has an important rule for human life. By using language people expres their ideas,emotion,and desires, and it is used as a medium to interact with one another, to fulfil daily need.

English has been the most important language in international communication. People from all over the world speak the language when they meet international meetings, workshops or conferences. Most countries, if of all,in the worldhave set the language as one of the compulsory subject studied at schools.

In Indonesia English is a subject in school curriculum of school that must be taught by the teacher. Although it is a foreign Language,the students have to master that language in order to develop their skills and reach their dreams in the future.

Vocabulary is an important component in learning English, as in other human languages. Manurung (2003:13) states that the listening,

speaking, reading and writing abilities is depend on the one's mastery of vocabulary and grammar. In other words, without sufficient vocabulary one is not able to communicate.

Therefore, vocabulary is very crucial to be directly taught to English language learners, including university students, especially for English students. In academic world, It is not only vocabulary important for communication and studying other fields of studies, but also for achievements in English courses. Without good vocabulary mastery, students will face difficulties in their study. When they do not know how to enrich their vocabulary, they will get low scores in English courses, and with low scores, students often gradually lose interest in learning it. As argued by River (Cited in Nunan, (1991: 117), that acquisition of an adequate vocabulary is essential for successful second language use.

One of the problems that have to be faced by English teachers and learners is how to deal with learning of vocabulary of the language. Sometimes, students can always remember many of the words learned at school well, but only for a short period of time, and after sometime they forget the meaning of many of the words. In others words. Only limited numbers of words learned during the class meeting remembered for a long time.

Teaching methods or techniques and media have been generally believed to influence students learning practical. one of the media which is effective in learning is story telling. The art of story telling was passed

down from generation to generation by word of mouth in a rich variety of ways. Our ancestors handed down their experiences, exploits, customs and traditions to the succeeding generation by way of oral narration, which served as the basic foundation of story telling. Folktales and fables are among those of the oldest forms by which cultural values, beliefs and wisdom have become inculcated in us today. Story telling tradition dates back to the time before written sources came into being. This tradition which came into being during Homeric era covers the eastern legends such as Ali Baba and the Forty Thieves, Arabian Nights: a Thousand Nights and a Night, The Seven Voyages of Sinbad the Sailor, Nasreddin Hodcha, Dede Korkut Stories and Meddah stories.

The youngest forms of story telling were oral, combined with gesture and expression: words were spoken from one person to another in an effort to communicate a message or a feeling. Stories are also seen in the artwork scratched onto the walls of caves. With the invention of writing, stories were recorded, transcribed and shared over wide regions of the world, such that today, the medium most commonly-associated with story telling is the novel. As human activities have become more refined and complex, visual stories have been presented in images carved into wood, ivory or stone, painted on canvas, recorded on film and stored electronically as digital images.

It is said that even before the dawn of civilization, primitive hunters would gather around the fire at the end of the day and tell each other

stories, captivating their audience with tales of their adventures in hunting and in search of food. This end-of the day gathering became an established routine for our ancestors; thus, the storyteller was looked upon as a valuable figure in those days. Indeed, listening to stories can be a vivid, creative experience. As he listens, the listener, through his mind's eye, visualizes the story as it unfolds and even long after the narration is over. Using the magic of language and the storyteller's flair for weaving the events, the story can become real and the listener becomes participatory as he creates and re-creates the magical scenes of colorful landscapes and fascinating people.

Story telling is unique as an educational resource in that it can range from the purely traditional to the most technologically modern. Story Telling has the unique capability of letting the students interact as listeners or as storytellers themselves. In both cases story telling promotes increasing student skills in listening, reading and comprehension. Students participate in the oral presentations of the stories themselves. Stories essentially are dramatic activities which encompass the non-verbal communication of body language, gestures and facial expressions. Therefore, the students absorb these elements mostly without their being an item of specific focus. And best of all, the students enjoy the activity.

Based on the explanation above the researcher will conduct the research entitled "**The Effect Of Story Telling on Students' Vocabulary Mastery At SMPN 1 Nosu**".

B. Problem Statement

Based on the background on page 4, the problem statement is formulated in the question: "Is there any significant effect of student's vocabulary by using story telling".

C. Objective of the Research

This research aims to examine whether or not there is a significant effect of the story telling on student's vocabulary achievement.

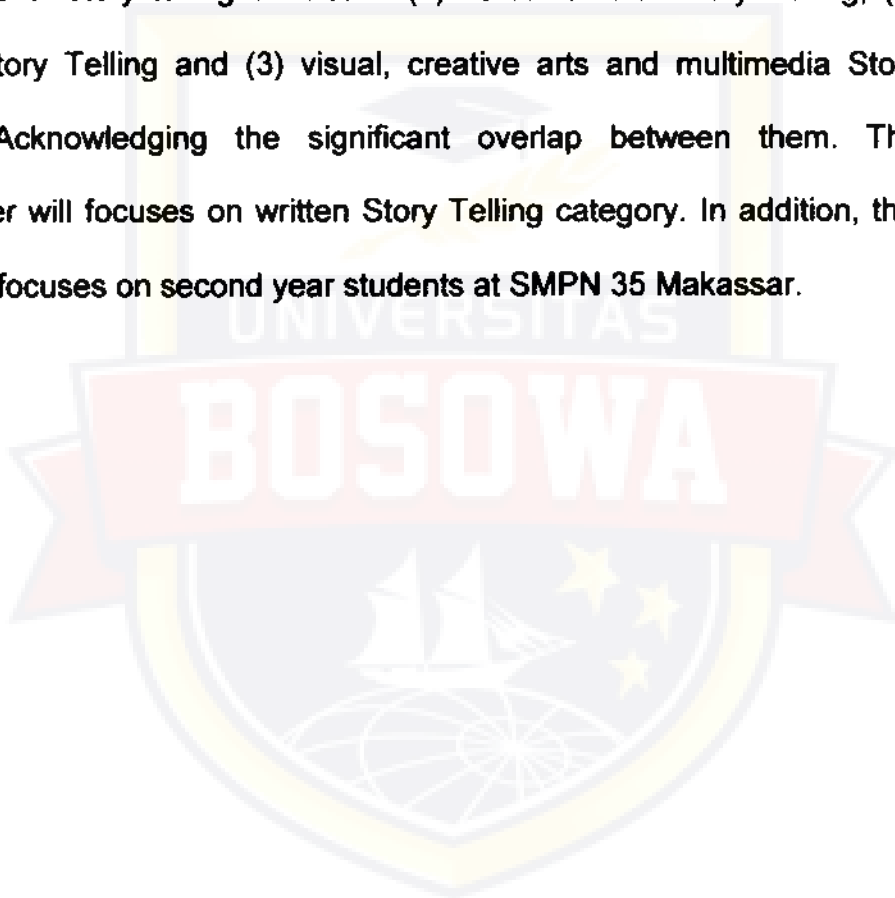
D. Significant of the Research

The result of this study are expected to benefit as follows:

1. For the students, the study can enhance the students' awareness at using English communicatively rather than theoretically.
2. For the teachers, it can be a reference in solving problems related to vocabulary, developing the learning quality and they can implement this technique in their classroom in order to create interesting and enjoyable classroom condition.
3. For other researchers, the research will motivate them to study and find out the better techniques to improve students' vocabulary achievement.
4. For the researcher himself, the researcher will make changes and improvement in student's vocabulary achievement.

E. Scope of the Research

In the teaching learning process, the researcher needs to be creative in order to avoid boredom. One of many ways to create the teaching learning process is by using story telling. There are three main categories of story telling consist of (1) verbal or oral Story Telling, (2) written Story Telling and (3) visual, creative arts and multimedia Story Telling. Acknowledging the significant overlap between them. The researcher will focuses on written Story Telling category. In addition, this research focuses on second year students at SMPN 35 Makassar.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is concerned with related literature, vocabulary, Story Telling, conceptual framework, and hypothesis.

A. Some Previous Related Study

Research has indicated that vocabulary is an important aspect include in teaching language. This is particularly true in the field of second or foreign language teaching.

In teaching vocabulary, teachers need to apply methods which are effective. One of the methods suggesting that vocabulary might be an important area of teaching. Novia (2012: 23) in her research concluded that croos word puzzle game is effective to be used in the teaching of vocabulary.

Improving English vocabulary mastery by using crossword puzzle that was done by Dini Restu (1990 : 30) said that crossword puzzle is puzzle to improve the student's vocabulary and the teaching learning process using crossword puzzles had good effect on students vocabulary mastery.

The students express their ideals significantly, are more self-confident, improve or maintain their positive attitudes about themselves, school, peers, and academic abilities. With all of the strengths of games,

work, teacher are advices to distinguished between receptive and productive vocabulary. Receptive vocabulary is the set of word that we recognize and understand, but tend not to use ourselves. Receptive vocabulary sometimes called passive vocabulary, it is a word that a person understand when he hears or reads them but does not use in his own speech (Nars, 1972: 75).

According to Harris (1969: 48), receptive vocabulary is the word which is used in reading and writing skill. Then, Scrivener (1994: 74) states that productive vocabulary is new word learned by students have obvious immediate practical uses, they quickly become part of the learners' everyday English. Sometimes, productive vocabulary called active vocabulary (Nars, 1972: 75). Harris (1969: 48) argues that productive vocabulary is the words that the students should be used in their speech and writing. Teachers can help this by giving learners opportunities to practice using new vocabulary items in spoken communication. However, as students learn more and more words, they will find that many items seem less immediately useful and are perhaps only occasionally met within the context of reading or listening material.

3. Kinds of Vocabulary

Three kinds of vocabulary are described by Fries (1967:44) as follows:

a. Content Word

Content words are words that have meaning. They can be compared to grammatical words, which are structural. Fries (1967: 45) categories content words into three difference classes. class 1 are words denoting things. class 2 denotes action. And class 3 denotes quality.

1. Class I is the words for "things"

The words of class I represent sets of phenomena that seem to endure with some stability, such as chair, book, hat, stone, water, paper, foot, blood, etc.

2. Class II is the words for "action"

The words of class II represent sets of phenomena that seem to change or be in process, such as sit, read, cover, lift, drink, write, cut, eat, etc.

3. Class III is the words for "qualities"

The words of class III express judgments and the precise meanings shift with the various "thing" to which the "quality" word is attached as a modifier. In fact these words can be said to have no meaning except in relation to the particular objects to which they are attached.

b. Substitute Words

The second kind of vocabulary items consist of the "substitute" words, those words which represent not individual things or specific actions, but function as substitutes for whole form-classes of word. In this group, they are;

1. Personal pronouns, include, *I, me, we, us, you, he, him, she, her, it, they, them, y, our, your, his, its, their, mine, ours, yours and theirs.*
2. the indefinites, include; *anyone, anybody, anything, everyone, anywhere, everybody, everything, everywhere, someone, somebody, something, somewhere.*
3. The negatives, include; *none, nobody, nothing, and nowhere.*
4. Quantity of number, include; *each, both, all, some, any, few, many, several, much, one, ones, two, etc.*

c. Function Words

The Third kinds of vocabulary is "function words", although some of them may have full word meaning content, primarily or largely operate as means of expressing relations of grammatical structure. These include auxiliaries, prepositions, conjunctions, interrogative particles, etc.

1. Auxiliaries

Auxiliaries, include; *have be, shall, will, may, can, must, might, could, would, should, do, get, keep, etc.*

2. Preposition

- a. Preposition-adverb, include; *at, by, for, from, in, into, of, on, to, and with*
- b. Preposition of place, include; *behind, in front of, over, under, above, below, beside, between, beyond, around*
- c. Preposition of direction, include; *through, into, out of, toward, away from, up, down, across*
- d. Preposition of time, include; *before, after, during, since, and until*
- e. Preposition of comparison ,include; *like, different from, as....as, ...than...*

3. Conjunctions

The important conjunction, the function words used with word groups (*and, that, which, if, as, but, so, who, when, while, what, where*), conjunctions express such relationship as time (*after, before, since, until*), case (*for, because, since*), purpose (*in order that, so, that*), comparison (*as...as, than*), concetion (*although*), condition (*unless, weather*), conclusion (*therefore*)

4. Interrogative Particles

Include *who, whose, which, what, when, where, why, how*), articles (*the, a, an*), degree words (*more, most*), generalizing particle (*ever*) and special uses of *there, it* and *one*.

4. Meaning of Words

Meaning of words isn't as precise as we might feel it to be. Screvener (1994: 75) argues that translation of words cannot be exact because different cultures have interpreted the world around them in different ways. These are obviously difficulties for learners and teachers. Furthermore, he analyze the way to study the meaning effectively. Three ways of doing this are looking at the components of meaning of lexical items in context and meaning in relation to other words.

According to Fries (1967: 38) classified at least four very important kinds or levels of meaning in English : (1) lexical content, (2) syntactical meaning, (3) morphological meaning, and (4) pitch contours. The lexical content of the various word is the words as listed and defined in a dictionary. The syntactical meaning absolutely assential to any understanding of the utterance is expressed by the word order. The morphological meaning is the forms of the words that indicate the action. Pitch contours with which the words are spoken is the fourth type of meaning. Even single words constitute very different utterances when spoken with different intonations. This table below explains the sample of each kinds of meaning.

According to Fries (1967: 46) further classified words into three classes and the large body of "content" words constitutes the fourth group of vocabulary items and the chief materials usually considered when the vocabulary of a language is discussed. These are the words that function

as symbols for the phenomena which we react upon as the world of reality about us, symbol for "thing", for "action" and for "qualities.

5. What students need to know about vocabulary

According to Harmer (1991:20) explain that there are seven aspect of vocabulary that the students need to know, there are following:

a. Word meaning

The first thing we have to know is that there are vocabulary items have more than one meaning. the meaning of the word occurs therefore in teaching vocabulary: words to be taught to the student will be presented in variety of of context to show various meaning.

b. Word use

The meaning of the word can be changed stressed or limited by how it is used, it is important to the teachers in their teaching and learning vocabulary to get students to know such as thing as idiomatic and metaphorical and collocation word use.

c. Idiomatic use

Word meaning is frequently stressed using idiom (idiomatic expression) such as cat and dog be put into such a fixed phrase cat it is raining cats and dogs which a very heavy rain.

d. Metaphorical use

Metaphor is the use of word to indicate something, which is different from its literal meaning, such as the word "hiss" which describes the way people talk is in "don't move. Or you are dead". He hissed.

e. Word collocation

The student need to know or recognize metaphorical language use and they need to know word collocation. It means that the student have to know that word meaning is also governed by collocation that is which word go each other. For instance such a word "wrist" can collocate with "sprain" as in "sprain wrist", but it can not collocate with word "wrist" so we cannot have such a word collocates with "wristache".

f. Word formation

The students need to know that word can change their shape and grammatical value, so the students need to know the fact about word formation and how to twist words to fit different grammatical context.

Some words are nouns, adjectives, verbs, and etc. The students need to know how to form adjective to nouns. How to form nouns to adjectives, how to form verbs to nouns or vice verse. For example supporting (noun), changes to supportive (adjective), support (verb).

g. Word grammar

Refers to such thing as the word are used grammatical, in English for instance, some other verbs are used with infinitive (walk to walk to) but some other verb are used without to (can, may, etc)

English verbs have tenses. The verbs such as "excite" may changed to "excited" and may changed to "went". so the students need to know when they used properly.

6. Vocabulary selection

The teaching vocabulary is an important part of language learning and it must be don't carefully. The teacher should know wich words are important to learn because many word will not be useful for students. Therefore, before teaching vocabulary, teacher should select the words to teach in accordance with the students' vocabulary need.

a. Frequency

It is the general consideration of vocabulary selection. Harmer (1991:154-157) states that the general principle of vocabulary selection has been that of frequency. Teacher can decide wich words we teach on the basis of how frequently they are used by spekers of language. The words are most commonly used are the ones we should teach first.

b. Coverage

A word wich cover more meaning are more usefull that it only has specific meaning. Teacher are required to know which words are important to learn because many words will not be usefull to be taught to the students. This vocabulary should to the particular situation where it is going to be used. Different situation will occupy different kinds of vocabulary. This become necessary in the sake of vocabulary teaching that can be done easily and the students can easily understand the items and to be able to use them in expressing their needs.

The vocabulary needed by the students is the vocabulary that can be used for language performance. For example, vocabulary for thinking,

for communication, or for human relation in the class particularly, and generally in the society. The aim of selection is to remedy or to make the learning process more efficient before selection.

C. The Importance of Teaching Vocabulary in EFL

Why is it difficult to master vocabulary? Firstly, as human beings, students have difficulties in memorizing all the words they have learned. In many cases, they just get the vocabulary and the meaning from their teacher or dictionary to be remembered.

Secondly, students are difficult to master vocabulary because of little motivation from and unattractive ways of the teacher's teaching. The teaching of word's meaning only by way of translating targets language's words into first language and memorization may be boring and demotivating for students. It is important to note that lexical meaning systems of different languages are different, as shown in the following part.

Students since they can work in a collaborative way and use it to facilitate learning and teaching. Although technology can never replace teachers' traditional teaching styles, strategies, methods and techniques, it could be used as a complement to improve writing. Indeed, having good writing skills can be possible by implementing technology in classroom.

Making the learners' needs when using technology into account it can be mentioned that they do not only need physical resources but also human ones that allow them to interact and make the use of technology in classroom successful. According to Brown (1994: 73), collaborative work

In the acquisition of a foreign language can be effected by using the new didactic applications of computer equipments and programs. In other words, technology in the classroom supports students' learning process and increases collaborative work since students and teachers have to interact in the classroom to carry out activities that involve the use of technology.

According to Crook (1994: 19) claims that working with computers in terms of teaching and learning can facilitate collaborative work and learning in the classroom. The teachers use technology as a tool to get students to communicate in the target language and to put them in contact with authentic content. Technology is a tool that provides teachers and students not only with opportunities to enjoy and have fun but also with activities to practice, reinforce, review, and learn about several aspects of the language. Nowadays, teachers and instructors have different ways of helping students to improve their skills. Technological tools allow teachers to create learn-computer interaction in order to provide learners with vocabulary, comprehension assessment or grammar.

D. Story Telling

At its core, story telling is the art of using language, vocalization, and/or physical movement and gesture to reveal the elements and images of a story to a specific, live audience. A central, unique aspect of story telling is its reliance on the audience to develop specific visual imagery and detail to complete and co-create the story.

1. What is a Story?

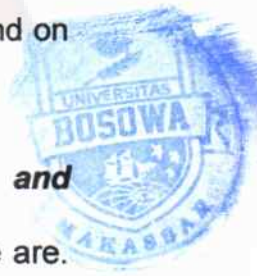
Most dictionaries define a story as a narrative account of a real or imagined event or events. Within the Story Telling community, a story is more generally agreed to be a specific structure of narrative with a specific style and set of characters and which includes a sense of completeness. Through this sharing of experience we use stories to pass on accumulated wisdom, beliefs, and values. Through stories we explain how things are, why they are, and our role and purpose. Stories are the building blocks of knowledge, the foundation of memory and learning. Stories connect us with our humanness and link past, present, and future by teaching us to anticipate the possible consequences of our actions

2. What is a Telling?

It is the live, person-to-person oral and physical presentation of a story to an audience. "Telling" involves direct contact between teller and listener. It mandates the direct presentation of the story by the teller. The teller's role is to prepare and present the necessary language, vocalization, and physicality to effectively and efficiently communicate the images of a story. The listener's role is to actively create the vivid, multi-sensory images, actions, characters, and events - the reality - of the story in their mind based on the performance by the teller, and on their past experiences, beliefs, and understandings. The completed story happens in the mind of the listener, unique and personal for each individual.

The definition of story telling consist of :

1. **Story Telling is an interactive performance art form.** Direct interaction between the teller and audience is an essential element of the Story Telling experience. An audience responds to the teller's words and actions. The teller uses this generally non-verbal feedback to immediately, spontaneously, and improvisationally adjust the tones, wording, and pace of the story to better meet the needs of the audience.
2. **Story Telling is, by design, a co-creative process.** Story telling audiences do not passively receive a story from the teller, as a viewer receives and records the content of a television program or motion picture. The teller provides no visual images, no stage set, and generally, no costumes related to story characters or historic period. Listeners create these images based on the performer's telling and on their own experiences and beliefs.
3. **Story Telling is, by its nature, personal, interpretive, and uniquely human.** Story telling passes on the essence of who we are. Stories are a prime vehicle for assessing and interpreting events, experiences, and concepts from minor moments of daily life to the grand nature of the human condition. It is an intrinsic and basic form of human communication. More than any other form of communication, the telling of stories is an integral and essential part of the human experience.



4. *Story Telling is a process, a medium for sharing, interpreting, offering the content and meaning of a story to an audience.*

Because Story Telling is spontaneous and experiential, and thus a dynamic interaction between teller and listener, it is far more difficult to describe than is the script and camera directions of a movie, or the lines and stage direction notes of a play. Story Telling emerges from the interaction and cooperative, coordinated efforts of teller and audience.

3. What is Story Telling?

A statement by the National Story Telling Network defines story telling as an ancient art form and a valuable form of human expression. Because story is essential to so many art forms, however, the word "Story Telling" is often used in many ways. As a result, the National Story Telling Network would like to explain the term as it is used by the growing and vibrant community of Story Telling practitioners in the United States and Canada.

Our hope is to call attention to story telling as an art worth promoting, and to help those outside the Story Telling community to distinguish story telling from other, related forms of human expression. Here is what most of us mean by "Story Telling": Story telling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination.

To understand better what story telling is, following are some explanation of it.

a. Story telling is interactive.

Story Telling involves a two-way interaction between a storyteller and one or more listeners. The responses of the listeners influence the telling of the story. In fact, story telling emerges from the interaction and cooperative, coordinated efforts of teller and audience.

In particular, Story Telling does not create an imaginary barrier between the speaker and the listeners. This is part of what distinguishes Story Telling from the forms of theatre that use an imaginary "fourth wall." Different cultures and situations create different expectations for the exact roles of storyteller and listener-who speaks how often and when, for example-and therefore create different forms of interaction. The interactive nature of Story Telling partially accounts for its immediacy and impact. At its best, Story Telling can directly and tightly connect the teller and audience.

b. Story telling uses words.

Story telling uses language, whether it be a spoken language or a manual language such as American Sign Language. The use of language distinguishes Story Telling from most forms of dance and mime.

- c. Story telling uses actions such as vocalization, physical movement and/or gesture.

These actions are the parts of spoken or manual language other than words. Their use distinguishes story telling from writing and text-based computer interactions. Not all nonverbal language behaviors need to be present in Story Telling. Some storytellers use body movement extensively, for example, whereas others use little or none.

- d. Story telling presents a story.

Story telling always involves the presentation of a story—a narrative. Many other art forms also present story, but Story Telling presents it with the other four components. Every culture has its own definition of story. What is recognized as a story in one situation may not be accepted as one in another. Some situations call for spontaneity and playful digression, for example; others call for near-exact repetition of a revered text. Art forms such as poetry recitation and stand-up comedy sometimes present stories and sometimes don't. Since they generally involve the other four components, they can be regarded as forms of story telling whenever they also present stories.

- e. Story telling encourages the active imagination of the listeners.

In story telling, the listener imagines the story. In most traditional theatre or in a typical dramatic film, on the other hand, the listener enjoys the illusion that the listener is actually witnessing the character or events described in the story.

The story telling listener's role is to actively create the vivid, multi-sensory images, actions, characters, and events-the reality-of the story in his or her mind, based on the performance by the teller and on the listener's own past experiences, beliefs, and understandings. The completed story happens in the mind of the listener, a unique and personalized individual. The listener becomes, therefore, a co-creator of the story as experienced.

Story telling can be combined with other art forms. The fruit born by the vital, contemporary story telling movement includes the development of ways to combine story telling with drama, music, dance, comedy, puppetry, and numerous other forms of expression. Yet, even as it blends imperceptibly into other arts, the essence of Story Telling remains recognizable as the intersection of the five components included in the above definition. Story telling happens in many situations, from kitchen-table conversation to religious ritual, from telling in the course of other work to performances for thousands of paying listeners. Some story telling situations demand informality; others are highly formal. Some demand certain themes, attitudes, and artistic approaches. As noted above, the expectations about listener interaction and the nature of the story itself vary widely. There are many cultures on earth, each with rich traditions, customs and opportunities for story telling. All these forms of story telling are valuable. All are equal citizens in the diverse world of story telling.

There are three main categories of story telling consist of :

a. Verbal or Oral Story Telling

This is the most traditional way of thinking about story telling. A number of broad areas can be identified here. There are focus groups, workshops, seminars, conferences and dialogue groups which create opportunities for story telling, either in public or private settings. This has been common throughout the conflict. There does not have to be a written record of what is said, although some discussions are made public or archived. Another form of verbal and oral story telling is local history work, documenting life histories and reminiscence groups. Although some of these are focused on community life more broadly there are many projects that have sought to document specific experiences of the conflict. Oral Story Telling can also be more formal such as legal testimonies presented at judicial inquiries, public hearings, tribunals, parliamentary debates and giving evidence to bodies such as the Northern Ireland Affairs Committee. Finally, many stories are documented by journalists and academics, as well as policy-focused and community-based research. Most often the researcher or journalist retains this information but some repositories of data collected in this way are available, for example, in the Linenhall Library or the National Archives.

b. Written Story Telling

Written forms of stories about the conflict are the most common. Academic and community-based research published in books and reports

is one medium for disseminating and highlighting stories. The print media and popular literature such as newspapers, magazines, periodicals, pamphlets and on-line sources are other vehicles. A popular form of this type of story telling is the autobiography written from first-hand experience and the biography written in the third-person. Specifically related to the conflict, the Audit notes, more hybrid forms of biography such as *Lost Lives* have been undertaken. Finally, novels, short stories, plays and poetry have routinely been used either through fiction or based on real experiences to documenting parts of the conflict in and about Northern Ireland. Sometimes this has been done through specific projects such as community-based creative writing classes.

c. Visual, Creative Arts and Multimedia Story Telling

In the audit it is noted that "Projects that fall under the visual, creative arts and multimedia categories of story telling include television documentaries, videos, films, drama and performance art, exhibitions and new technologies, including websites and interactive DVDs. A powerful and immediate tool, visual depictions of the conflict have taken various forms over the past 30 years" (*Healing Through Remembering*, 2005, p.16). The report goes on to outline the following types of story telling seen in this area: (1) television and video productions; (2) feature-length films and television dramas (3) drama and performance art; (4) painting, drawing, sculpture, graphic arts, photography; (5) websites and multimedia; and (6) exhibitions. Although this brief outline does not go into

the complexities of story telling it is presented to provide some stimulus for discussion and highlight how broad the subject of story telling .

[Http://newmedia.yeditepe.edu.tr/..24.pdf](http://newmedia.yeditepe.edu.tr/..24.pdf)

E. Conceptual Framework

The student's vocabulary achievement is needed to be improved. For that reason the researcher wants to know Is there any effect of applying story telling or not.

In this case the researcher use or applying story telling to carry out the material and taught the students by implementing story telling in the class for three meetings. The activity in the classroom will be: the researcher implement activities related to story telling. The researcher give the activities match the word (students give some clue to guess the word that matches the corresponding clue). Researcher give the vocabulary test and conclude the material.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presented the research design, population and sample, research variables, research instrument, procedures of collecting data, and technique of data analysis.

A. Research Design

In this research, the writer employed a pre-experimental method with one group pre-test and post-test design. This involved one group, which is given in pre-test (O_1), then exposed treatment (X), and post-test (O_2).

The formula is presented as follows :

O_1	X	O_2
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Where :

- O_1 : pre-test
- X : treatment
- O_2 : post-test

B. Population and Sample

1. Population

The population of this research is the second grade students at SMPN 1 Nosu Mamasa in 2015/2016 academic year. The total population is 30 students.

2. Sample

Because the number of the population is too big and they are all accessible, so the writer too class VIII as the sample. The writer used purposive sampling.

C. Research Variables

There are two variables in this research, namely: story telling as the independent variable and student's vocabulary achievement as the dependent variable.

D. Research Instrument

The writer employed test to collect the data on students' vocabulary achievement. The test were used in pre-test and post-test. The test dealt with students' vocabulary test by using story telling.

E. Data Collection Technique

To gather the data on the students' vocabulary prior to the treatment. A pre-test was administered to know their vocabulary before the treatment. A post-test was given to know the students' vocabulary after the treatment.

To collect data, the writer was used the following procedures.

1. Pre-test

The writer gave test to the students in multiple choices to know students basic vocabulary. The multiple choices test consist of 20 questions. The test was held for 60 minutes.

2. Treatment

After giving pre-test, the writer gave treatment to students by applying story telling.

3. Post-test

The writer gave post-test to students (the procedure is the same as the pre-test) to see the students ability after giving treatment of enriching the students' vocabulary achievement.

F. Technique of Data Analysis

To analyze the significance of the improvement of the student's achievement a statistical analysis was employed.

The data of the students is analyzed by using the following procedures :

1. Scoring the students test results
2. Tabulating the students scores.
3. Calculating the rate percentage of the students vocabulary achievement by using the following formula:

$$\text{Score} = \frac{\text{total correct answer}}{\text{total test item}} \times 100$$

4. Classifying students' score

No	Range	Classifications
1	9.6 – 10	Excellent
2	8.6 – 9.5	Very good
3	7.6 – 8.5	Good
4	6.6 – 7.5	Fairly good
5	5.6 – 6.5	Fair
6	3.6 – 5.5	Poor
7	0.0 – 3.5	Very poor

5. Findings the improvement of the students, the research compared the pre-test and post-test by using the following way

$$\bar{X} = \frac{\sum X}{N}$$

6. Finding out the significance difference between the mean score by tabulating the value of t-test by using this formula :

$$t = \frac{D}{\sqrt{\sum D^2 \frac{(\sum D^2)}{N(N-1)}}}$$

where :

t = Test of significant

D = The mean of score

$\sum D$ = The sum of total score

$\sum D^2$ = The square of sum of difference

N = The total number of students

7. Hypothesis test

T-test will be used for hypothesis test with assumption as the following :

$$H^0 ; \mu^1 = \mu^2 \text{ or } P\text{-value} \geq \alpha 0.05$$

$$H^1 ; \mu^1 = \mu^2 \text{ or } P\text{-value} < \alpha 0.05$$

The criterion of test is :

If P-value is bigger than or equal to $\alpha 0.05$, H^1 is accepted and H^0 is rejected, it means that there is no significance difference between pre-test and post-test.

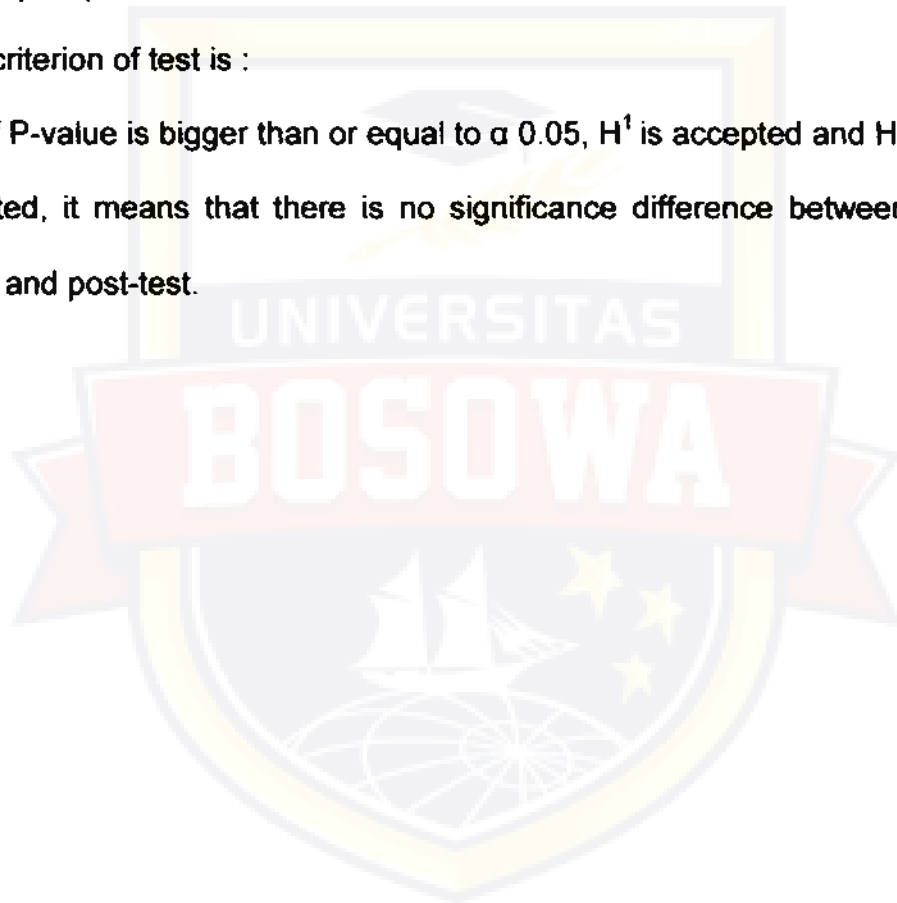


Table 1. The Students' Score and Classification in Pre- Test and Post-Test.

NO	Students' initial	Pre-test (X1)	Post-test (X2)	Gain D (X2-X1)	D ²
(1)	(2)	(3)	(4)	(5)	(6)
1	AJ	45	80	35	1225
2	ATC	40	70	30	900
3	ATP	70	75	5	25
4	AD	35	45	10	100
5	DL	35	95	60	3600
6	FRM	50	65	15	225
7	FUM	20	85	65	4225
8	HT	70	75	5	25
9	JSL	65	90	25	625
10	L	40	80	40	1600
11	M	25	55	30	900
12	MS	20	85	65	4225
13	MM	55	60	5	25
14	NL	35	60	25	625
15	R	10	60	50	2500
16	RAB	70	85	15	225
17	T	50	65	15	225
18	VB	45	85	40	1600

to be continued

continuation

(1)	(2)	(3)	(4)	(5)	(6)
19	YM	25	65	40	1600
20	WP	20	60	40	1600
N= 20		$\sum X_1 = 825$	$\sum X_2 = 1440$	$\sum D = 615$	$\sum D^2 = 25850$

Source : The second year of SMPN 1 Nosu Mamasa

From the table 1 above, it shows the total score of pre-test was 825, the total score of post-test was 1440, and gain (difference) between the mach pair was 615. The total score of the gain was 25850 and minimum gain of the students' score was 5, the maximum score was 20.

1. Scoring Classification

The raw score of the students' vocabulary were classified into to five levels. The students' score of pre-test and post-test were classified into some criteria such as classification, score, frequency, and percentage.

Table 2. Classification, score, frequency, and percentage of Students' pre-test result

No	Classification	Score	Member of students' frequency	Percentage
(1)	(2)	(3)	(4)	(5)
1	Excellent	9,6-10	-	-
2	Very Good	8,6-9,5	-	-

to be continued

continuation

(1)	(2)	(3)	(4)	(5)
3	Good	7,6-8,5	-	-
4	Fairly good	6,6-7,5	3	15%
5	Fair	5,6-6,5	1	5%
6	Poor	3,6-5,5	7	35%
7	Very poor	0,6-3,5	9	45%
Total			20	100%

Source : The second year of SMPN 1 Nosu Mamasa

Based on the table 2 above, before students treated by story telling method at SMPN 1 Nosu Mamasa, there were 9 students classified as very poor (45%), 7 students classified as poor (35%), 1 student classified as fair (5%), and 3 students classified as fairly good (15%), and none of the student classified as excellent, very good, and good.

Tabel 3. Classification, score, frequency and percentage of Students' post-test result.

No	Classification	Score	member of students' frequensi	Percentage
1	Excellent	9,6-10	-	-
2	Very Good	8,6-9,5	2	10%
3	Good	7,6-8,5	6	30%
4	Fairly good	6,6-7,5	3	15%
5	Fair	5,6-6,5	7	35%

to be continued

continuation

6	Poor	3,6-5,5	2	10%
7	Very poor	0,6-3,5	-	-
Total			20	100%

Based on the data at table 3 at page 39, after applied story telling at SMPN 1 Nosu Mamasa, there were 2 students classified as very good (10%), 6 students classified as good (30%), 3 students classified as fairly good (15%), 7 students classified as fair (35%), 2 students classified as poor (10%), and none of the students classified as excellent and very poor.

The result of the post-test was higher then pre-test after the writer gave the treatment to students. The writer concluded that teaching English using story telling method was effective to improve students' vocabulary of SMPN 1 Nosu Mamasa.

Table 4. The students means score in pre-test and post test.

Pre-test(X1)	Post-test (X2)	Improvement
41.25	72	74.55%

Based on the table 4 above, it indicated that the students improvement of the eight grade students who taught through story telling SMPN 1 Nosu Mamasa was success because the result of the mean

score in pre-test (41.25) and post-test (72). The students' improvement of vocabulary through story telling at SMPN 1 Nosu Mamasa was 74.55.

1. To know the students improvement score analysis for reading test, the writer used formula:

$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

$$\begin{aligned} \% &= \frac{72 - 41.25}{41.25} \times 100 \\ &= 74.55 \end{aligned}$$

2. To know the significant between t-test and t-table for analysis for reading comprehension test, the writer was calculated by used formula are as follow:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{30,75}{\sqrt{\frac{23825 - \frac{(615)^2}{20}}{20(20-1)}}$$

$$t = \frac{30,75}{\sqrt{\frac{23825 - \frac{(378225)}{20}}{20(19)}}$$

$$t = \frac{30,75}{\sqrt{\frac{23825 - 18911,25}{380}}}$$

$$t = \frac{30,75}{\sqrt{\frac{4913,75}{380}}}$$

$$t = \frac{30,75}{\sqrt{12,931}}$$

$$t = \frac{30,75}{3,60}$$

$$t = 8,55$$

Table 5. The T-test Value in Students' Vocabulary Before and After Treatment.

t-test	t-table	comprehension	Different
8.55	2.039	t-test > t-table	Significant

The result of t-table value in English vocabulary indicated that the t-test value of vocabulary greater than t-table value ($8.55 > 2.039$). This finding used to determine the hypothesis (H_0) is rejected when the value t-test was greater than the value of t-test, and alternative hypothesis (H_1) was accepted. It means that in this research, automatically the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

Based on the result above, finally the writer concluded that the using of story telling at SMPN 1 Nosu Mamasa in teaching and learning process was effective to improve the students' vocabulary achievement. This interview got direct information from the English teacher described about the difficulties of the students in English vocabulary and how to make the students interest with English learning.

From the questionnaire provided, the writer got the conclusion of the explanation from the teacher.

The answer followed the question :

- a. At SMPN 1 Nosu Mamasa the average of the students in learning English is 80%. In teaching and learning process, the teacher applied English fun to make the students interest with English.

- b. In teaching and learning process, the teacher combined English and Indonesia language. But something in a another day, full English if in meeting class for make students usual use English language.
- c. As long as teaching and learning process, teacher never used story telling as a media to support the speaking English, but it just used to introduce the students new vocabulary.

They are :

1. Help the students to add their vocabulary.
2. The picture of story telling can influence the students more motivatted.

B. Discussion

The description of the data collected through story telling at SMPN 1 Nosu Mamasa described after the writer sharing the opinion with English teacher. English teacher at SMPN 1 Nosu Mamasa recieved this maethod as a new method in teaching and learning English vocabulary and it also was a good method as a refence to conduct in other class to achieve the students' English vocabulary. The first part, the writer discuss the result of the students' English vocabulary. The data that have been analyzed above can be discussed in the scope of this research. The research of data analysis show that there was a significance different between pre-test and post-test. it was based on the fact that the average scores of students' in the pre-test and post-test were difference. Post-test was greater than pre-test. The mean score in pre-test was 41.25 and the post-test increased to 72. Then, the t-value 8.55, while the t-table was 2.093 and the hypothesis

was proved. The treatment that is given was successful. It can be concluded that the application of story telling at SMPN 1 Nosu Mamasa can increase the students' English vocabulary.

Based on the data at table 3 at page 39, after applied story telling at SMPN 1 Nosu Mamasa, there were 2 students classified as very good (10%), 6 students classified as good (30%), 3 students classified as fairly good (15%), 7 students classified as fair (35%), and 2 students classified as poor (10%), and none of the student classified as excellent and very poor.

The result of the post-test was higher than pre-test after the writer gave the treatment to students. The writer concluded that by teaching using story telling was effective to improve students' English vocabulary at SMPN 1 Nosu Mamasa. The mean score of the students obtained had high achievement in learning English vocabulary by using story telling. Thus, based on the mean score, it can be inferred that the hypothesis that is stated in chapter 1 that story telling was effective to increase the students' vocabulary of SMPN 1 Nosu Mamasa. Based on the table 4, it indicated that the students' vocabulary improvement of the first year students who taught through story telling at SMPN 1 Nosu Mamasa was success. In the matter of the students' vocabulary through story telling at SMPN 1 Nosu Mamasa was effective to increase the students' vocabulary. This was proved that story telling was given the students' interested in learning English vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented conclusion and suggestion based on the data presentation and discussion in the previous chapter.

A. Conclusion

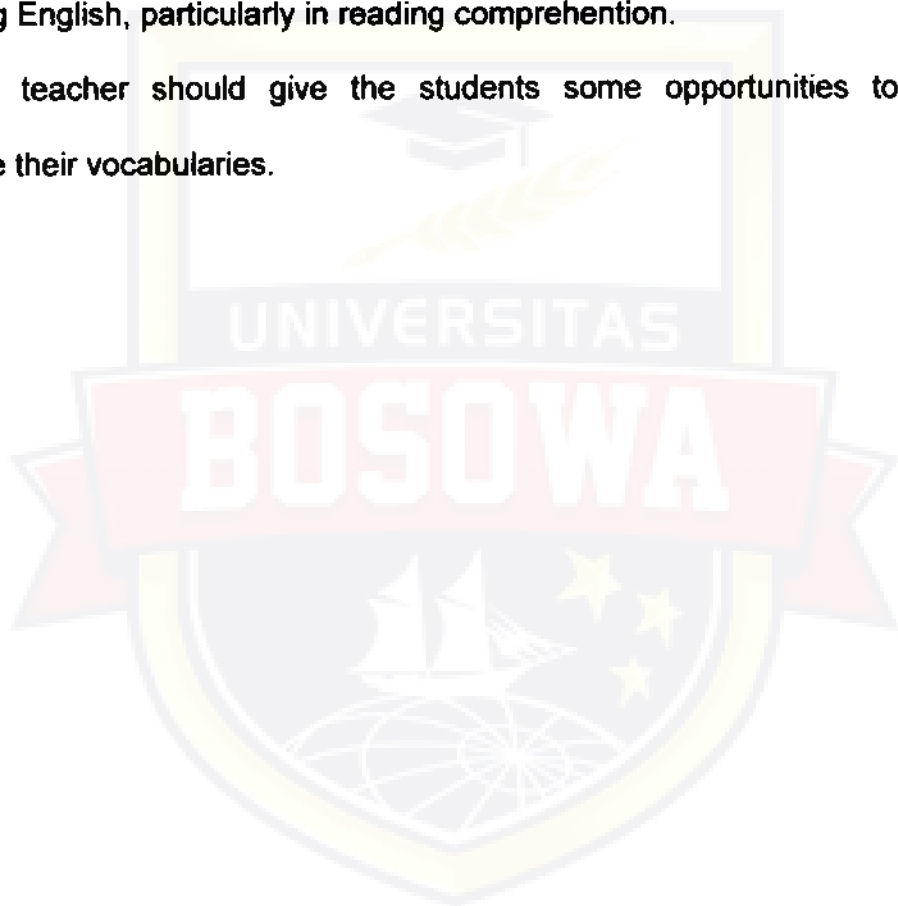
By seeing the finding and discussion in the preceding chapter, it is concluded that the eight grade students of SMPN 1 Nosu Mamasa were fascinated and simulated to learn English vocabulary by using story telling. They have good achievement in English vocabulary after they were taught through this method. In other words, by using story telling in teaching English is more effective increase the students' attention, interesting and teaching English without using media (verbal explanation).

B. Suggestion

Based on the conclusion above the writer gave some suggestions as follows :

1. English teachers should use story telling in teaching vocabulary to improve students' vocabulary achievement.
2. English teacher should pay attention to the needs and level of the students' when teaching English vocabulary. They should make the students' more interesting and enjoyable in learning English.

3. English teachers should develop other techniques in teaching vocabulary in order to cope with the developmen of science and technology.
4. English teacher should be creative to develop teaching material. They can use variety of techniques to catch attention of the students' in learning English, particularly in reading comprehension.
5. English teacher should give the students some opportunities to practice their vocabularies.



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Appendix 1. Instrument of the Research

JUDUL : "THE EFFECT OF STORY TELLING ON STUDENTS' VOCABULARY MASTERY AT SMPN 1 NOSU MAMASA"

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada program strata satu (S1) Jurusan Pendidikan Bahasa Inggris F akultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasinya dan bantuan para siswa diucapkan terimakasih.

Nama :

Nis :

Kelas :

Petunjuk Pengisian

1. Bacalah soal dengan saksama sebelum anda menjawab!
2. Jawablah pertanyaan dengan benar
3. Waktu pengisian selama 45 menit.

Name : LimboClass : VIII-A

1. Pre-test

A. Translate the underline word in the story bellow.

CINDERELLA



Once upon time, there was a (1) girl named Cinderella. She is lived with her bad (2) stepmother and two stepsisters. She had to do all the household chores.

One day, the(3)king invited all the (4)ladies in the kingdom to go to a ball in the place. He wanted to find the crown prince a (5)wife. The

stepsisters went to the ball that night with their mother. Cinderella was left alone. She (6) cried because she actually wanted to go to the ball too.

Just then a fairy godmother came with her (7) magic wand, she gave Cinderella a coach, two horses, and (8) footman. She also gave Cinderella a (9) lovely dress to wear to the ball and a pair of glass slippers. She told Cinderella to come home before midnight. At the ball, Cinderella (10) danced all night with the prince. The prince (11) fell in love with her. At (12) midnight, Cinderella (13) ran home. Unfortunately, one of her (14) glass slippers slipped off at the door. She did not have time to put it back on.

The Prince was (15) sad as he could not find Cinderella again that night. The next day, the prince and his men brought along the glass slippers and went all over the kingdom to search for the (16) owner. After searching for a long time, finally, they came to Cinderella's house. The slipper (17) fitted her. The (18) prince was very happy to find Cinderella again. They (19) married and lived (20) happy ever after.

ANSWER :

(1) gads ✓

(2) saudara X

(3)

(4) Wanita ✓

(5)

(6) menangis ✓

(7) sulap ✓

(8)

(9) cantik ✓

(10)

(11)

(12)

(13)

(14) gads X

(15)

(16)

(17)

(18)

(19) memkah ✓

(20) bahagia X

$$\frac{6 \times 100}{20}$$

30

Name : Adam Jordan

Class : VIT A

2. Pre-test

B. Translate the underline word in the story bellow.

CINDERELLA



Once upon time, there was a (1) girl named Cinderella. She is lived with her bad (2) stepmother and two stepsisters. She had to do all the household chores.

One day, the(3)king invited all the (4)ladies in the kingdom to go to a ball in the place. He wanted to find the crown prince a (5)wife. The

stepsisters went to the ball that night with their mother. Cinderella was left alone. She (6) cried because she actually wanted to go to the ball too.

Just then a fairy godmother came with her (7) magic wand, she gave Cinderella a coach, two horses, and (8) footman. She also gave Cinderella a (9) lovely dress to wear to the ball and a pair of glass slippers. She told Cinderella to come home before midnight. At the ball, Cinderella (10) danced all night with the prince. The prince (11) fell in love with her. At (12) midnight, Cinderella (13) ran home. Unfortunately, one of her (14) glass slippers slipped off at the door. She did not have time to put it back on.

The Prince was (15) sad as he could not find Cinderella again that night. The next day, the prince and his men brought along the glass slippers and went all over the kingdom to search for the (16) owner. After searching for a long time, finally, they came to Cinderella's house. The slipper (17) fitted her. The (18) prince was very happy to find Cinderella again. They (19) married and lived (20) happy ever after.

ANSWER :

- (1) Gadis ✓
- (2) Saudara perempuan ✓
- (3) Raja ✓
- (4) Wanita ✓
- (5) Bersama X
- (6) Pemilik X
- (7) Sulap ✓
- (8) Paman X
- (9) Cantik ✓
- (10) Lansa ✓
- (11) Perasaan ✓
- (12) malam X
- (13) Pergi X
- (14) kasa X
- (15) Sedih ✓
- (16) bagus ✗
- (17) Pelayan ✗
- (18) gadis X
- (19) Mimika ✓
- (20) Senang X

$$\frac{9 \times 100}{20}$$

45

<http://puspita->

banksoal.blogspot.co.id/2012/07/narrative-test.html

Name : Jumalyca Langi

Class : VIII - A

3. Pre-test

C. Translate the underline word in the story bellow.

CINDERELLA



Once upon time, there was a (1) girl named Cinderella. She is lived with her bad (2) stepmother and two stepsisters. She had to do all the household chores.

One day, the(3)king invited all the (4)ladies in the kingdom to go to a ball in the place. He wanted to find the crown prince a (5)wife. The

One day, the(3)king invited all the(4) ladies in the kingdom to go to a ball in the palace. He wanted to find the crown prince a (5)wife. The stepsisters went to the ball that night with their mother. Cinderella was left alone. She (6) cried because she actually wanted to go to the ball too.

Just than a fairy godmother came .with her (7) magic wand, she give Cinderella a coach, two horses ,and (8) footman .she also gave Cinderella a (9) lovely dress to wear to the ball and a pair of glass slippers. She told Cinderella to come home before midnight. Al the ball, Cinderella(10)danced all night with the prince. The prince (11) fell in love with her . At(12)midnight , Cinderella (13) ran home. Unfortunately, one of her (14) glass slippers slipped of at the door. She did not have time to put it back on.

The Prince was(15)sad as he could not find Cinderella again that night. The next day, the prince and his men brought along the glass slippers and went all over the kingdom to search for the(16)owner .After searching for a long time, finally ,they came to Cinderella's house. The slipper(17) fitted her. The (18) prince was very happy to find Cinderella again. They god(19) married and lived (20) happy ever after.

ANSWER :

- (1). Gadis ✓
- (2). Saudara Tiri X
- (3). Raja ✓
- (4). Wanita ✓
- (5). Istri ✓
- (6). Menangis ✓
- (7). Sulap ✓
- (8). Jarang X
- (9). Bagus ✓
- (10). Dansa ✓
- (11). Perasaan ✓
- (12). Tengahi Malam ✓
- (13). Diam X
- (14). Gelas Kaca X
- (15). Sedih ✓
- (16). Tante X
- (17). Mencari X
- (18). Pangeran ✓
- (19). Merikah ✓
- (20). Bahagia X

$$\frac{13}{20} \times 100$$

65

Name : LimbanoClass : VII - A

4. Post-test

D. Translate the underline word in the story below.

CINDERELLA



Once upon a time, there was a (1) girl named Cinderella. She lived with her bad (2) stepmother and two stepsisters. She had to do all the household chores.

One day, the (3) king invited all the (4) ladies in the kingdom to go to a ball in the palace. He wanted to find the crown prince a (5) wife. The

stepsisters went to the ball that night with their mother. Cinderella was left alone. She (6) cried because she actually wanted to go to the ball too.

Just then a fairy godmother came with her (7) magic wand, she gave Cinderella a coach, two horses, and (8) footman. She also gave Cinderella a (9) lovely dress to wear to the ball and a pair of glass slippers. She told Cinderella to come home before midnight. At the ball, Cinderella (10) danced all night with the prince. The prince (11) fell in love with her. At (12) midnight, Cinderella (13) ran home. Unfortunately, one of her (14) glass slippers slipped off at the door. She did not have time to put it back on.

The Prince was (15) sad as he could not find Cinderella again that night. The next day, the prince and his men brought along the glass slippers and went all over the kingdom to search for the (16) owner. After searching for a long time, finally, they came to Cinderella's house. The slipper (17) fitted her. The (18) prince was very happy to find Cinderella again. They (19) married and lived (20) happy ever after.

ANSWER :

- (1). gadis ✓
 (2). saudara ✗
 (3). raja ✓
 (4). wanita ✓
 (5). pergi ✗
 (6).
 (7). sukses ✓
 (8).
 (9). cantik ✓
 (10). dansa ✓
 (11).
 (12). tengah malam ✓
 (13).
 (14). kelas ✗
 (15). sedih ✓
 (16). bagus ✓
 (17).
 (18).
 (19). menikah ✓
 (20). bahagia ✗

$$\frac{10 \times 100}{20}$$

50

Name : Adam JordanClass : VIII - A

5. Post test

E. Translate the underline word in the story bellow.

CINDERELLA



Once upon a time, there was a (1) girl named Cinderella. She lived with her bad (2) stepmother and two stepsisters. She had to do all the household chores.

One day, the (3) king invited all the (4) ladies in the kingdom to go to a ball in the palace. He wanted to find the crown prince a (5) wife. The

stepsisters went to the ball that night with their mother. Cinderella was left alone. She (6) cried because she actually wanted to go to the ball too.

Just then a fairy godmother came with her (7) magic wand, she gave Cinderella a coach, two horses, and (8) footman. She also gave Cinderella a (9) lovely dress to wear to the ball and a pair of glass slippers. She told Cinderella to come home before midnight. At the ball, Cinderella (10) danced all night with the prince. The prince (11) fell in love with her. At (12) midnight, Cinderella (13) ran home. Unfortunately, one of her (14) glass slippers slipped off at the door. She did not have time to put it back on.

The Prince was (15) sad as he could not find Cinderella again that night. The next day, the prince and his men brought along the glass slippers and went all over the kingdom to search for the (16) owner. After searching for a long time, finally, they came to Cinderella's house. The slipper (17) fitted her. The (18) prince was very happy to find Cinderella again. They got (19) married and lived (20) happy ever after.

ANSWER :

- (1) gadis ✓
 (2) saudara X
 (3) Raja ✓
 (4) wanita ✓
 (5) pergi X
 (6) menangis ✓
 (7) sulap ✓
 (8) bujang ✓
 (9) conlik ✓
 (10) dansa ✓
 (11) perasaan ✓
 (12) tenga malam ✓
 (13) bertani ✓
 (14) gelas X
 (15) sedih ✓
 (16) pemilik ✓
 (17) menubar X
 (18) pangeran ✓
 (19) menika ✓
 (20) bihagia ✓

$$\frac{16}{20} \times 100$$

80

Name : Jurnatycua'langi

Class : VIII - A

6. Post-test

C. Translate the underline word in the story bellow.

CINDERELLA



Once upon time, there was a (1) girl named Cinderella. She is lived with her bad (2) stepmother and two stepsisters. She had to do all the household chores.

One day, the(3)king invited all the (4)ladies in the kingdom to go to a ball in the place. He wanted to find the crown prince a (5)wife. The

stepsisters went to the ball that night with their mother. Cinderella was left alone. She (6) cried because she actually wanted to go to the ball too.

Just then a fairy godmother came with her (7) magic wand, she gave Cinderella a coach, two horses, and (8) footman. She also gave Cinderella a (9) lovely dress to wear to the ball and a pair of glass slippers. She told Cinderella to come home before midnight. At the ball, Cinderella (10) danced all night with the prince. The prince (11) fell in love with her. At (12) midnight, Cinderella (13) ran home. Unfortunately, one of her (14) glass slippers slipped off at the door. She did not have time to put it back on.

The Prince was (15) sad as he could not find Cinderella again that night. The next day, the prince and his men brought along the glass slippers and went all over the kingdom to search for the (16) owner. After searching for a long time, finally, they came to Cinderella's house. The slipper (17) fitted her. The (18) prince was very happy to find Cinderella again. They (19) married and lived (20) happy ever after.

ANSWER :

- (1). Godis ✓
- (2). Ibu Tiri dan 2 saudara tiri ✓
- (3). Raja ✓
- (4). Wanita ✓
- (5). Wanita X
- (6). Menangis ✓
- (7). Sulap ✓
- (8). Bajuang ✓
- (9). Bagus ✓
- (10). Menari ✓
- (11). Perasaan ✓
- (12). Tengah malam ✓
- (13). Berlari ✓
- (14). Gelas Kaca X
- (15). Sedih ✓
- (16). Permslik ✓
- (17). Cocok ✓
- (18). Pangeran ✓
- (19). Merrikah ✓
- (20). Bahagia selamanya ✓

$$\frac{18}{20} \times 100$$

90

Appendix 4 . Students' score in pre-test and post-test.

NO	Students Initial	Pre-test (X1)	Post-test (x2)
1	AJ	45	80
2	ATC	40	70
3	ATP	70	75
4	AD	35	45
5	DL	35	95
6	FRM	50	65
7	FUM	20	85
8	HT	70	75
9	JSL	65	90
10	L	40	80
11	M	25	55
12	MS	20	85
13	MM	55	60
14	NL	35	60
15	R	10	60
16	RAB	70	85
17	T	50	65
18	VB	45	85
19	YM	25	65
20	WP	20	60
N=20		825	1440

Appendix 5. The gain of students in pre-test and post-test.

NO	Students' initial	Pre-test (X1)	Post-test (X2)	Gain D (X2-X1)	D ²
1	AJ	45	80	35	1225
2	ATC	40	70	30	900
3	ATP	70	75	5	25
4	AD	35	45	10	100
5	DL	35	95	60	3600
6	FRM	50	65	15	225
7	FUM	20	85	65	4225
8	HT	70	75	5	25
9	JSL	65	90	25	625
10	L	40	80	40	1600
11	M	25	55	30	900
12	MS	20	85	65	4225
13	MM	55	60	5	25
14	NL	35	60	25	625
15	R	10	60	50	2500
16	RAB	70	85	15	225
17	T	50	65	15	225
18	VB	45	85	40	1600
19	YM	25	65	40	1600
20	WP	20	60	40	1600
N= 20		$\Sigma X1 = 825$	$\Sigma X2 = 1440$	$\Sigma D = 615$	$\Sigma D^2 = 25850$

Appendix 6. The students' mean score in pre-test and post-test.

No	Students initial	Pre-test (X1)	$\sum X1^2$	Post-test (X2)	$\sum X2^2$	Gain D (x2-x1)	D ²
1	AJ	45	2025	80	6400	35	1225
2	ATC	40	1600	70	4900	30	900
3	ATP	70	4900	75	5625	5	25
4	AD	35	1225	45	2025	10	100
5	DL	35	1225	95	9025	60	3600
6	FRM	50	2500	65	4225	15	225
7	FUM	20	400	85	7225	65	4225
8	HT	70	4900	75	5625	5	25
9	JSL	65	4225	90	8100	25	625
10	L	40	1600	80	6400	40	1600
11	M	25	625	55	3025	30	900
12	MS	20	400	85	6970	65	4225
13	MM	55	3025	60	3600	5	25
14	NL	35	1225	60	3600	25	625
15	R	10	100	60	3600	50	2500
16	RAB	70	4900	85	6970	15	225
17	T	50	2500	65	4225	15	225
18	VB	45	2025	85	6970	40	1600
19	YM	25	400	65	4225	40	1600
20	WP	20	400	60	3600	40	1600
TO TA L	N=20	$\sum X1 =$ 825	$\sum X1^2 =$ 40200	$\sum X2 =$ 1440	$\sum X2^2 =$ 106335	$\sum D =$ 615	$\sum D^2 =$ 25850

Appendix 7. Distribution of T-Table.

Df	Level of significance					
	0.20	0.10	0.05	0.02	0.01	0.001
1	3.078	6.314	12.706	31.821	63.656	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.924
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.869
6	1.440	1.945	2.447	3.143	3.707	5.959
7	1.415	1.895	2.375	2.908	3.499	5.408
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.604	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.039	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850

to be continued

continuation

21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.505	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.050	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.399	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.286	1.658	1.980	2.358	2.617	3.373

Source: http://www.statisticsmentor.com/tables/table_t.htm

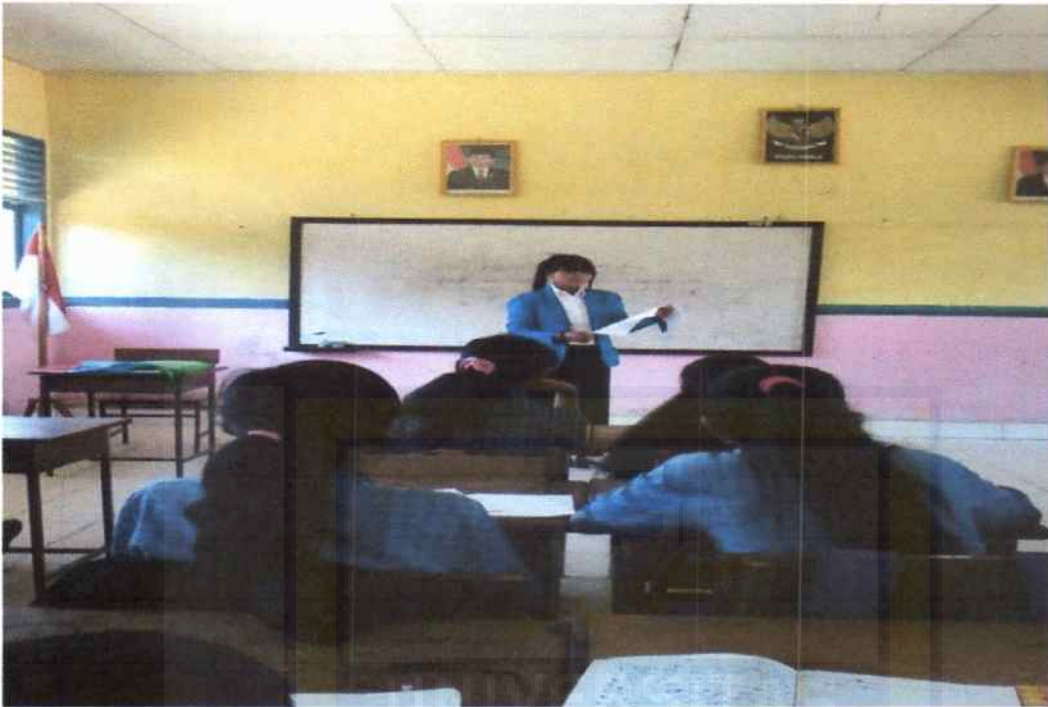
Appendix 8. The students' picture in pre-test and post test



Picture 1. The researcher is gave the pre-test



Picture 2. The student' did the pre-test



Picture 3. The researcher gave the post-test



Picture 4. The students' did the post-test

BIOGRAPHY



ELISABETH was born in Tombang Bay on April 26th 1994. She is the first daughter from the marriage of Langi' and Seleng. She has two brothers and two sisters. The writer began her study in SDN 021 Randelangi' in 1999 and graduated in 2005. After graduating, she continued her study in SMP 1 Nosu and graduated in 2008. In the same year, she continued her study in SMA Negeri 1 Nosu and graduated in 2011. In the same year, she took English Education Department, Faculty of Teacher Training and Education in University Bosowa Makassar and graduated in 2016.



SURAT KETERANGAN
Nomor : 045.2/08/SMPN.1N/VIII/2016

bertanda tangan di bawah ini :

a : TADIUS, S.Pd
: 19620306 198512 1 001
kat / Golongan : Pembina, IV/a.
an : Kepala Sekolah
Kerja : SMP Negeri 1 Nosu Kabupaten Mamasa

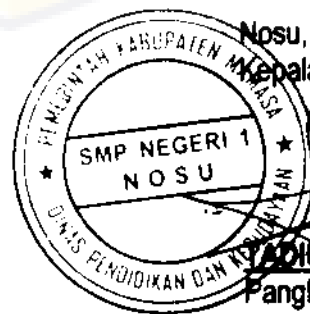
an ini menerangkan bahwa :

m a : ELISABETH
nbuk : 4512101078
s Kelamin : Perempuan
erajaan : Mahasiswi
mat : Jl. Perintis Kemerdekaan 4 Makassar

ng bersangkutan benar telah melakukan penelitian pada SMP Negeri 1 Nosu, Kecamatan Nosu Kabupaten
masa dari tanggal 1 Juli s/d 10 Agustus 2016.
salah yang diteliti adalah :

" THE EFFECT OF STORY TELLING ON STUDENTS' VOCABULARY MASTERY AT SMPN 1 NOSU
MAMASA ".

emikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.



Nosu, 12 Agustus 2016

Kepala Sekolah,

TADIUS, S.Pd.

Pangkat : Pembina

NIP. 19620306 198512 1 001