

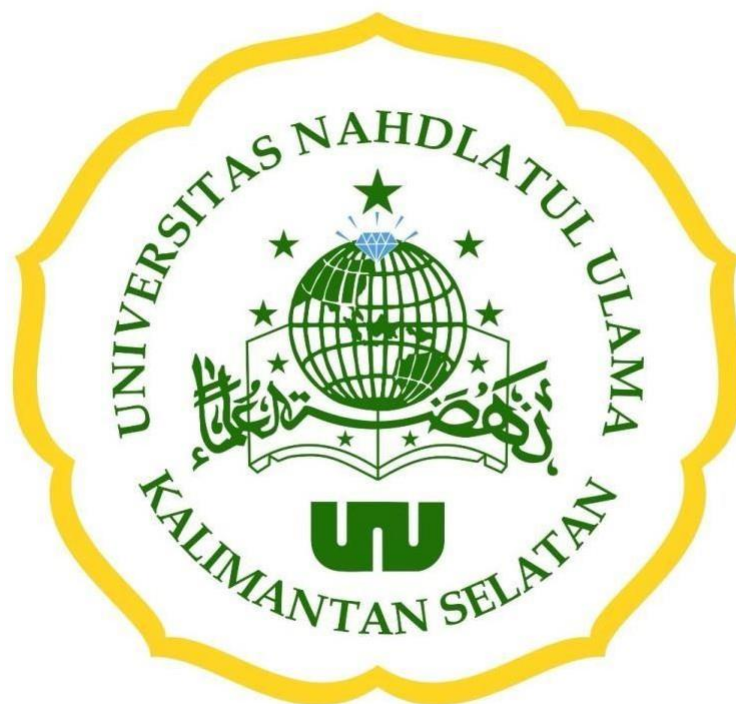
**TEACHER'S STRATEGIES IN USING STORYTELLING FOR
IMPROVING STUDENTS'S VOCABULARIES SKILL AT MTS
ATTHAHIRIYAH**

THESIS

**By:
KAMILATUNNAIMAH
SRN. 2011102110025**



**NAHDLATUL ULAMA UNIVERSITY OF SOUTH KALIMANTAN
FACULTY OF TEACHER TRAINING AND EDUCATIONENGLISH
EDUCATION DEPARTMENT
AUGUST 2024**



**TEACHER'S STRATEGIES IN USING STORYTELLING FOR
IMPROVING STUDENTS'S VOCABULARIES SKILL AT MTS
ATTHAHIRIYAH**

AN UNDERGRADUATE THESIS

Presented to
Nahdlatul Ulama University of South Kalimantan
In partial fulfillment of the requirements for the undergraduate degree program

By:
KAMILATUNNAIMAH SRN. 2011102110025

**NAHDLATUL ULAMA UNIVERSITY OF SOUTH KALIMANTAN
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT AUGUST 2024**

APPROVAL

Name : Kamilatunnaimah
SRN 2011102110025
Title : Teacher's Strategies In Using Storytelling For
Improving Students's Vocabulary Skill At Mts Atthahiriyah

After being checked and revised, the thesis has been approved to be examined.

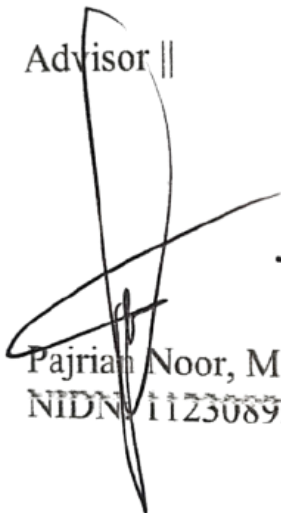
Banjar, 9 July 2024

Advisor |



Novi Dwi Yuliani, M.pd
NIDN: 1124079401

Advisor ||



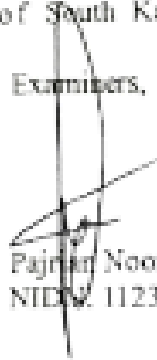
Pajriah Noor, M.pd
NIDN: 1123089302

VALIDATION

Name : Kamilatunnaimah
SRN : 2011102110025
Title : Teacher's Strategies In Using Storytelling For
Improving Students's Vocabularies Skill At Mts
Atthahiriyah

The thesis has been examined by the board of thesis examiners of English Education
Department of Faculty of Teacher Training and Education of Nahdlatul Ulama University
of South Kalimantan on August 20th, 2024

Examiners,



Pajriati Noor, M. Pd.
NIDN. 1123089302

(Examiners I)



Novi Dwi Yuliani, M. Pd.
NIDN. 1124079401

(Examiners II)



Lailatan Najmiah, M. Pd.
NIDN. 1117059301

(Examiners III)

Acknowledged by,

Dean of FKIP
NU University of South Kalimantan



Lailatan Najmiah, M. Pd.
NIK: 15 0012 021

Head of English Education Department
NU University of South Kalimantan



Novi Dwi Yuliani, M. Pd.
NIK: 20 0012 035

I, the undersigned below:

Name : Kamilatunnaimah

SRN 2011102110025

Place/Date of Birth : Batu Tanam, January 13th, 2000

Thesis title : Teacher's Strategies In Using Storytelling For
Improving Students's Vocabulary Skill At Mts
Atthahiriya

Declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjar, August 2024 The

researcher,



ABSTRACT

Kamilatunnaimah, 2024. *Teacher's Strategies In Using Storytelling For Improving Students's Vocabulary Skills At Mts Atthahiri yah*. English Education Study Program. Faculty of Teacher Training and Education of Nahdlatul Ulama University of South Kalimantan in Academic Year 2023/2024. The first supervisor is Novi Dwi Yuliani, M.Pd. The second supervisor is Pajrian Noor, M.Pd.

Keywords: *Strategies, StoryTelling, Vocabularies*

Initial observations at MTS Attahahiriyah highlight that teachers employ a variety of individualized approaches when using the storytelling strategy to teach English, each adapting the method to suit their teaching style. Despite these differences, all teachers share the common objective of improving students' vocabulary. The research specifically focuses on an English teacher at the school and investigates how different storytelling strategies are utilized to enhance students' vocabulary skills. The study found that using new stories introduces students to fresh vocabulary, which facilitates vocabulary acquisition in an engaging context. Storytelling, in this sense, serves as a practical tool not just for language learning but also for expanding students' vocabulary in a more natural and memorable way. By incorporating narrative elements, students are exposed to words in meaningful and relatable contexts, which can help them better understand and retain the new vocabulary. However, the research also revealed certain challenges that teachers face during the implementation of storytelling in the classroom. Some students become disengaged, losing interest in speaking activities and showing little enthusiasm for participation. This lack of motivation can hinder the learning process, making it difficult for students to fully benefit from the strategy. To address these challenges, teachers adopt creative methods to re-engage students and sustain their interest throughout the lesson. They may vary the storytelling techniques, introduce interactive elements, or use other supportive strategies to keep students motivated. The ultimate goal of these adjustments is to ensure that the storytelling approach remains effective in improving students' vocabulary skills, even in the face of obstacles such as student boredom or low participation. Through these tailored strategies, teachers aim to create a more dynamic learning environment where students are both motivated and equipped to enhance their vocabulary through storytelling.

ABSTRAK

Kamilatunnaimah, 2024. *Teacher's Strategies In Using Storytelling For Improving Students's Vocabulary Skill At Mts Attahiri yah*. Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Nahdlatul Ulama Kalimantan Selatan Tahun Akademik 2023/2024. Pembimbing I Novi Dwi Yuliani, M.Pd. Pembimbing II Pajrian Noor, M.Pd.

Keywords: *Storytelling, Strategies, Vocabulary.*

Hasil pengamatan awal di MTS Attahiriayah menunjukkan bahwa para guru menggunakan berbagai pendekatan yang disesuaikan secara individual dalam menerapkan strategi bercerita untuk mengajar bahasa Inggris, di mana setiap guru menyesuaikan metode tersebut dengan gaya mengajarnya masing-masing. Meskipun metode yang digunakan berbeda, semua guru memiliki tujuan yang sama, yaitu meningkatkan kosakata siswa. Penelitian ini secara khusus meneliti seorang guru bahasa Inggris di sekolah tersebut dan bagaimana strategi bercerita digunakan untuk meningkatkan keterampilan kosakata siswa. Studi ini menemukan bahwa penggunaan cerita baru memperkenalkan siswa pada kosakata baru, yang memudahkan mereka untuk menguasai kata-kata baru dalam konteks yang menarik. Bercerita dalam hal ini berfungsi sebagai alat yang efektif tidak hanya untuk pembelajaran bahasa, tetapi juga untuk memperluas kosakata siswa dengan cara yang lebih alami dan mudah diingat. Dengan memasukkan elemen narasi, siswa diperkenalkan pada kata-kata dalam konteks yang bermakna dan relevan, yang dapat membantu mereka memahami dan mengingat kosakata baru dengan lebih baik. Namun, penelitian ini juga mengungkapkan tantangan yang dihadapi para guru selama penerapan strategi bercerita di kelas. Kurangnya motivasi ini dapat menghambat proses pembelajaran, membuat siswa sulit untuk mendapatkan manfaat penuh dari strategi bercerita. Untuk mengatasi tantangan ini, para guru mengadopsi metode kreatif untuk kembali melibatkan siswa dan mempertahankan minat mereka selama pelajaran berlangsung. Tujuan dari penyesuaian ini adalah agar pendekatan bercerita tetap efektif dalam meningkatkan keterampilan kosakata siswa, meskipun ada kendala seperti kebosanan siswa atau partisipasi yang rendah. Melalui strategi-strategi yang disesuaikan ini, para guru berupaya menciptakan lingkungan belajar yang lebih dinamis di mana siswa termotivasi dan mampu meningkatkan kosakata mereka melalui bercerita.