

CHAPTER I

INTRODUCTION

This chapter provides an overview of the study by discussing its background, research questions, objectives, significance, and scope. The study focuses on the role of storytelling in enhancing students' vocabulary in the context of English language learning.

A. Background of the Study

The importance of learning English vocabulary is paramount in acquiring proficiency in the language, especially in the context of international communication. English is widely spoken across many countries, and a rich vocabulary can greatly enhance students' overall language skills. Soejito (2013) argues that vocabulary is foundational to language learning because it facilitates smoother communication and improves fluency, particularly in English, which serves as a common medium for global interactions. A student's ability to communicate effectively in a foreign language is closely tied to their vocabulary knowledge.

Pavita (2022) further emphasizes that vocabulary is one of the most critical components of language learning. Without an adequate vocabulary, students face significant barriers in mastering the language. This is supported by Ali and Anwar (2021), who highlight the centrality of vocabulary in learning English, stressing that a limited vocabulary makes language acquisition extremely challenging.

In general, students often find it difficult to communicate in English due to a lack of sufficient vocabulary knowledge. Vocabulary mastery not only facilitates communication but also improves essential language skills such as listening, reading, writing, and speaking. Learning is an interactive process between students and teachers, where instruction plays a vital role in achieving learning objectives. Teaching vocabulary is crucial for laying the foundation for language learning, helping students to use English more effectively in both academic and social environments (Asep Jihad & Abdul Aziz, 2013).

However, many students face challenges when reading English texts or answering comprehension questions because their vocabulary is limited. As English is a second language for many learners, mastering it requires patience and structured teaching approaches. Therefore, it is crucial to focus on building foundational vocabulary to ease the process of learning the language.

One effective method for enhancing vocabulary is through storytelling. Storytelling offers an engaging way for students to acquire new vocabulary by immersing them in narratives (Subyantoro, 2016). It captivates students' attention through its dynamic presentation, style, and intonation, making it easier for them to grasp new words (Atin, 2018). This approach not only enriches the learning experience but also makes vocabulary acquisition more enjoyable.

Given the potential benefits of this method, the researcher decided to explore storytelling as a strategy for improving students' vocabulary skills. The research was conducted at Mts Atthahiriyah, a school with a boarding program that provides students with daily opportunities to practice English.

B. Research Question

In light of the background, this study seeks to answer the following research question: What strategies do teachers use when employing storytelling to enhance students' vocabulary skills?

C. Objectives of the Research

Based on the research question mentioned above, the primary objective of this research is : To investigate the strategies used by teachers at Mts Atthahiriyah in utilizing storytelling to improve students' English vocabulary, specifically in junior high school.

D. Significance of the Study

The significance of this study lies in its potential to contribute to both educational theory and practical application. By examining storytelling as a tool for teaching English vocabulary, this study aims to offer insights into effective strategies that can improve students' language acquisition. The findings could provide educators with a creative and engaging approach to teaching vocabulary, leading to better communication skills among students.

If the storytelling method proves successful, it could serve as a model for other schools, particularly those focusing on English as a second language. Additionally, the research could have implications for curriculum development by suggesting that storytelling be integrated into language instruction to improve student outcomes.

E. Scope of the Research

Based on the explanation stated above, the scope of this research covers the following aspects:

1. Subject: The focus is on the strategies used by teachers in teaching English at Mts Atthahiriyah.
2. Object: The study investigates the use of storytelling as a tool to enhance students' vocabulary skills.
3. Aim: The research aims to assess how well students can develop fluency in English vocabulary through storytelling methods.

This study is limited to the specific context of Mts Atthahiriyah, a junior high school, and seeks to understand how storytelling can be effectively utilized as part of English vocabulary instruction.

CHAPTER II

LITERATURE REVIEW

This chapter presents an exploration of relevant literature, providing a theoretical foundation for the study. The review focuses on the concepts of storytelling, instructional media, picture media, teaching vocabulary, and the advantages of vocabulary development, especially in the context of language acquisition.

A. Theoretical Paradigm

1. Storytelling

a. Understanding Storytelling

Storytelling is an activity that combines two essential elements: "story" and "telling." The "story" refers to the narrative or tale, while "telling" denotes the act of narrating or recounting that narrative. Thus, storytelling is the art of conveying a narrative to an audience, typically with the goal of educating, entertaining, or conveying a message. A person who engages in this act is known as a storyteller, or in Indonesian, a "pendongeng." To be an effective storyteller, one must have refined storytelling skills, which include the ability to capture and sustain the audience's interest through expressive narration.

Storytelling plays a crucial role in enhancing children's language development. It offers numerous benefits, including improving communication abilities, enhancing writing skills, and fostering a deeper understanding of narrative structures. Beyond its technical contributions to language skills, storytelling

stimulates creativity, encouraging students to use their imagination and generate new ideas. According to Esa Primawidia (2017), the advantages of storytelling as a pedagogical method include its low-cost implementation, the ability to engage a large audience, time efficiency, and ease of classroom management for teachers.

Atin (2018) describes storytelling as both a technique and a skill in narrating stories. It involves creating a vivid setting, depicting key events, and incorporating dialogue to bring characters to life. The narrator's delivery—using style, intonation, and sometimes supporting tools—captures the audience's attention, making the learning experience more engaging and memorable.

b. Key Elements of Storytelling

Storytelling, as outlined by Sumardji (2010), relies on two critical components for success:

1. Story Script Preparation: A well-prepared story script is essential for effective storytelling. The story can either be sourced from existing educational materials or created by the storyteller. It must be relevant to the educational goals, interesting, and aligned with the cognitive and emotional levels of the students.
2. Presentation Technique: The manner in which the story is delivered is equally important. It should be clear, concise, and easy to follow, allowing students to connect with the content. A skilled storyteller explores different roles within the narrative and presents them in an engaging way, making the story come alive for the audience.

2. Instructional Media

a. Understanding Learning Media

Learning media refers to any tools, resources, or materials used to facilitate teaching and enhance the learning experience. These media are designed to capture students' attention, increase motivation, and make the learning process more engaging and effective. Fuad Hassan defines learning media as aids that facilitate communication in the learning environment, helping teachers convey concepts more clearly and making the learning process more enjoyable for students.

Slameto (2016) adds that learning is a process in which individuals interact with their environment, leading to behavioral changes. By incorporating learning media, students can improve their vocabulary and overcome common challenges in acquiring a foreign language, such as pronunciation difficulties.

b. Functions of Learning Media

Learning media serve several important functions in the educational process, including:

1. Facilitating learning: Media help simplify complex concepts, making them easier to understand.
2. Reducing fatigue and monotony: By introducing variety and stimulation into lessons, media prevent students from becoming bored or disengaged.
3. Increasing enthusiasm for learning: Engaging tools and resources capture students' interest, encouraging them to actively participate in the learning process.
4. Aiding retention: Media help students better comprehend and remember the material, contributing to long-term learning outcomes.

c. Types of Learning Media

According to the learning guide from SMAN 15 Tanjung Jabung Barat, various types of learning media are commonly used in classrooms, including:

1. Image-based media (e.g., posters, diagrams)
2. Interactive media (e.g., digital learning tools, quizzes)
3. Virtual reality (VR) and augmented reality (AR) media
4. Online media (e-learning platforms)
5. Props and models
6. Data visualization tools (e.g., charts, graphs)
7. Books and printed materials
8. Narrative story media
9. Audio-visual media (e.g., videos, slideshows)
10. Social media platforms

3. Picture Media

a. Understanding Pictures

A picture is a visual representation of an object, scene, or concept, often enhanced by the use of color. Games B. Pawley defines pictures as visual elements composed of space and features that bring focus to the object being depicted. Ned Block adds that a picture is a realistic or symbolic portrayal of an object, where colors and shapes are used to represent reality. Pictures help students connect abstract concepts with concrete images, facilitating the learning process and enriching vocabulary.

b. Functions of Pictures in Learning Media

Pictures play a pivotal role in enhancing learning, as they:

1. Stimulate interest in the material being taught.
2. Encourage students to think critically about the content.
3. Aid in the acquisition of new vocabulary.
4. Motivate students to be more engaged in their studies.

B. Teaching Vocabulary

Effective vocabulary teaching requires a multifaceted approach. According to Sinantra, Zygourius-Coe, and Dasinger (2011), key strategies for teaching vocabulary include:

1. Explicit instruction of vocabulary: Teachers should clearly explain the meanings of words and how they are used in different contexts.
2. Multiple exposures to vocabulary: Students need repeated exposure to new words in various situations (e.g., speaking, listening, reading, and writing).
3. Collaborative analysis: Engaging students in group discussions about words helps deepen their understanding and encourages them to apply new vocabulary in real-life contexts.
4. Use of storytelling: Storytelling provides a context for words, allowing students to see how vocabulary is used naturally in language.
5. Incorporating props or objects: Visual aids can help explain abstract vocabulary concepts.
6. Comprehension discussions: Vocabulary teaching should include discussions about the meaning of words and how they relate to the text.

7. Integration across the curriculum: Vocabulary learning should not be confined to language classes but should be incorporated across all subjects.

C. The Advantages of Vocabulary

Vocabulary consists of all the words a person knows and uses within a language. Soedjito (2016) defines vocabulary as:

1. The total number of words in a language.
2. The words known and used by a speaker or writer.
3. Terms specific to certain fields or disciplines.
4. A list of words, often found in a dictionary, with accompanying definitions.

Expanding one's vocabulary offers several advantages:

1. Enhanced imagination and creativity: A broad vocabulary enables individuals to express their ideas more vividly and think more creatively.
2. Improved reflexes in language use: Knowing a wide range of words allows for quicker and more fluent communication.
3. Long-term retention of words: The more words a student knows, the more likely they are to retain new vocabulary.
4. A more enjoyable learning experience: Vocabulary learning becomes more engaging and less tedious when students are equipped with a wide range of words.

D. The Use of Storytelling to Improve Vocabulary

Storytelling is an effective method for improving vocabulary, as it provides a rich, contextual learning environment where students encounter new words in meaningful ways. For students learning a foreign language, having a strong

vocabulary foundation is essential for clear pronunciation and effective communication.

Storytelling also serves as a practical tool for vocabulary development. Dewi and Nurhaeni (2020) note that storytelling prepares children for language acquisition and vocabulary expansion, particularly as they approach school age. Payuyu et al. (2021) add that storytelling not only helps expand vocabulary but also stimulates students' imagination, enhances comprehension, and encourages students to express their ideas more effectively. By listening to and engaging with stories, students encounter words in context, which helps solidify their understanding and retention of new vocabulary. This interactive method of learning supports long-term vocabulary acquisition, making it an effective strategy in language teaching.

D. Previous Studies

The first study by Erlin Marlina from the State Islamic Institute of Palangka Raya (2021), titled "The Transformation of English Teaching Strategy During the COVID-19 Pandemic," explores the shift in teaching strategies employed by English teachers at SMP Muhammadiyah Palangka Raya during the period of online learning caused by the pandemic. Teaching strategies, which are essential tools for facilitating the learning and teaching process, must adapt to suit changing circumstances, especially in language learning, where student engagement and skill development are key. Adjustments in teaching strategies are crucial when transitioning to different learning media, as seen during the shift to online education.

This research aimed to examine how English teaching strategies were transformed during online learning and to detail how teachers at SMP Muhammadiyah Palangka Raya implemented these strategies during the COVID-19 pandemic. The study employed a qualitative case study approach, using observations, interviews, and documentation to gather data. The subjects of the study were English teachers at the school, selected through purposive sampling based on specific criteria.

The findings revealed that four main teaching strategies were utilized by the English teachers during online instruction: (1) Read/Write learners, (2) Visual learners, (3) Text drills, and (4) Question and answer. These strategies were implemented as follows:

1. For the read/write strategy, teachers provided students with a text or story, asked them to read and analyze it, and then respond to questions based on the text.
2. For visual learners, teachers used videos or pictures to present the material, helping students better understand the subject matter through visual aids.
3. The text drill strategy involved teachers repeatedly explaining the material via text messages, supplemented by videos or photos as learning tools.
4. In the question and answer strategy, teachers asked questions about previously covered material, introduced new content, and assigned homework to reinforce learning.

These strategies highlight the adaptation of teaching methods to suit online learning environments during the pandemic.

The second study, conducted by Fauziah Hanum, Cut Santika, Ristawati, and Budi Febriani from Universitas Islam Kebangsaan Indonesia (2024), titled "Children's Acquisition of Indonesian Vocabulary at an Early Age," aims to explore and analyze the vocabulary acquisition abilities of young Indonesian children. The primary objective of the study is to describe how children acquire the Indonesian language during early childhood. The subjects involved in the research were parents of children under the age of five.

This research used a descriptive qualitative approach, with data collected through direct observations and interviews with the children's parents. The researchers followed a process that included data collection, analysis, and the presentation of findings. No specific formulas or quantitative measures were applied to process the data, as the focus was on qualitative analysis.

From the data gathered, the study concluded that several key factors influence language acquisition in children. These factors include:

1. Age Factor: The younger the child, the more adept they are at acquiring language. This is because early childhood is a critical period for language development.

2. First Language (Mother Tongue): The language that a child first learns, usually from their mother, plays a significant role in shaping their language acquisition. The mother tongue sets the foundation for learning other languages.

3. Environmental Factors: These are highly influential in a child's language development. Children acquire language skills by being exposed to sounds and words from their surroundings, often without explicit instruction. As they grow,

their language abilities improve step by step, shaped by their intelligence and the socio-cultural environment in which they are raised.

Overall, the study emphasizes that children's language acquisition is a natural process that evolves as they interact with their surroundings and develop cognitively. The study highlights the importance of the early environment in shaping language skills and the pivotal role that exposure to language plays in a child's early development.

The third study was conducted by St. Sarah, Muhajir, and Sulastrri from Universitas Muslim Indonesia in 2023, titled "The Implementation of Storytelling to Improve Students' Vocabulary Mastery in the English Lovers Community at SMP Negeri 8 Makassar." This research focuses on the implementation of storytelling as a method to enhance students' vocabulary skills within the English Lovers Community. The aim of the study is to investigate the application of storytelling and the challenges faced in improving students' vocabulary mastery.

The research employs a qualitative methodology with a descriptive approach, intending to provide an objective overview of the situation. Data collection techniques used in the study include observation, interviews, and documentation, allowing for factual and accurate data acquisition.

The findings indicate that the implementation of storytelling within the English Lovers Community is divided into three phases: the introductory activity, the core activity, and the concluding activity. However, both teachers and students faced several challenges, including limited teaching hours, students feeling unconfident, incorrect pronunciation of vocabulary, difficulties in memorization,

feelings of nervousness, the introduction of new vocabulary, and elements of storytelling such as voice intonation, character development, and expression.

Despite these challenges, they can be addressed by maximizing time, motivating students, and encouraging continued practice, ultimately leading to an improvement in students' vocabulary mastery.

The last study, conducted by Muhammad Hafizh, Amril Huda, Dafrizal, and Alisyia Putri Edni from STIT Ahlussunnah Bukittinggi, Indonesia (2024), titled "The Importance of Technology-Based Learning Design to Increase Student Involvement," focuses on the use of animation as a technology-based medium to enhance student motivation and engagement in learning. The research explores how the rapid advancement of information and communication technology has necessitated innovations in educational practices, with animation emerging as a powerful tool to enrich the learning experience through clear and interactive visual elements.

The primary goal of this study is to analyze the existing literature on the use of animation in education, highlighting its benefits and challenges while providing insights into how this research can contribute to the development of more innovative learning approaches. The study employs a literature review method, gathering data from theoretical sources and previous research relevant to the use of animation in learning environments.

The analysis of the literature revealed that animation holds significant potential for enhancing student motivation, engagement, creativity, and personalized learning experiences. Animation allows for the visualization of

complex concepts in an engaging and accessible manner, making learning more interactive and dynamic. The study also identifies some challenges, such as the need for high-quality animation design and the critical role of educators in guiding students through the use of animated content effectively.

The findings suggest that while animation can be a valuable tool in modern education, it requires thoughtful design and implementation. Educators must actively facilitate its use to ensure that it supports student learning outcomes effectively. Overall, this research contributes to the development of innovative teaching practices by deepening the understanding of how animation can serve as an effective medium for increasing student motivation and involvement in the learning process.

CHAPTER III

RESEARCH METHOD

This chapter outlines the research methods used to conduct the study, focusing on the techniques and procedures for data collection, analysis, and interpretation. The chapter delves into the research setting, types of data, and strategies employed to ensure that the data collection methods were systematic and reliable. The use of a qualitative approach allowed for an in-depth understanding of the teachers' experiences in using storytelling as a tool to improve vocabulary acquisition in students.

A. Research Design

The study employed a descriptive qualitative research method. Descriptive qualitative research is used to explore phenomena by capturing and describing the behaviors, experiences, or perceptions of individuals in their natural settings. In this research, the primary aim was to observe and identify the strategies employed by teachers when using storytelling as an instructional tool to enhance students' vocabulary. This method was chosen because it allows for an exploration of the rich, detailed experiences of the participants, providing deep insights into the effectiveness and challenges of using storytelling in vocabulary instruction.

According to Sugiyono (2013), a qualitative approach emphasizes understanding the meaning of experiences and human behaviors within the context in which they occur. It relies on verbal data rather than numerical data and often involves narrative or thematic analysis. The descriptive nature of this research

focuses on presenting the findings in a way that reflects the participants' real-life experiences. This approach is ideal for investigating educational strategies like storytelling, where understanding the practical application and impact on student learning is more meaningful than quantifying outcomes.

For data collection, the researcher opted for semi-structured interviews as the primary technique. A semi-structured interview involves a combination of open-ended questions and predetermined themes or topics to guide the conversation. This approach provides flexibility for both the interviewer and the interviewees, allowing participants to elaborate on their experiences while still keeping the discussion focused on the research objectives. Sugiyono (2013) emphasizes that semi-structured interviews are beneficial for gathering rich, qualitative data because they encourage participants to share personal insights and reflections, which can be particularly valuable when exploring complex or subjective topics like teaching strategies.

In this study, semi-structured interviews were designed to gather detailed information about how teachers use storytelling as a teaching method to improve vocabulary. The flexible nature of this interview format allowed the teachers to reflect on their practices, challenges, and observations regarding the impact of storytelling on their students' language development. It also enabled the researcher to probe deeper into specific aspects of their experiences, such as the types of stories used, the strategies for engaging students, and the perceived outcomes in terms of vocabulary improvement.

B. Research Setting

The research was conducted at Junior High School At-Thahiriyah, with a specific focus on English teachers who are directly involved in teaching vocabulary to students through storytelling. This school was selected because of its emphasis on language development and its teachers' use of innovative teaching methods, such as storytelling, to enhance students' learning outcomes. The school environment provided a relevant context for examining how storytelling can be used as a pedagogical tool in an Indonesian educational setting.

The research setting plays a crucial role in shaping the dynamics of data collection. Conducting interviews with teachers in their work environment allowed the researcher to observe firsthand how the storytelling method is integrated into daily lessons and how it aligns with the broader curriculum goals. The teachers interviewed were those who had direct experience with using storytelling in their classrooms, which ensured that the data collected were both relevant and reflective of actual teaching practices. By focusing on this particular setting, the researcher was able to explore the practical applications of storytelling in a real-world context, providing valuable insights into its effectiveness in vocabulary instruction.

C. Data and Source of Data

In this research, qualitative data were used, which refers to non-numeric data that capture subjective experiences, observations, and interpretations. Qualitative data differ from quantitative data, which are measured numerically, in that they aim to provide a deeper understanding of human experiences rather than focusing on statistical analysis. Hadi (2015) defines qualitative data as data that

cannot be measured directly but are collected through methods like interviews, observations, and documentation. This type of data provides rich, detailed information that can reveal patterns, themes, and meanings within the subject matter.

Kuswandi and E. Mutiara describe data as information gathered from observation, which may take the form of symbols, numbers, attributes, or other forms of representation. This study utilized data obtained through semi-structured interviews with teachers, as well as through direct observation of classroom practices and review of relevant documentation. According to the Big Indonesian Dictionary (KBBI), data refers to a collection of facts or information obtained through research or observation, which can be presented in text, numbers, or images and later analyzed to produce knowledge.

In qualitative research, data often come from verbal and non-verbal cues such as actions, dialogues, and behavior. As noted by Lofland and Lofland (in Moleong, 2013), qualitative data typically consist of words and actions, which are complemented by additional documents, artifacts, or materials that help provide context or deeper understanding. This study also relied on both primary data, which were collected directly from teachers through interviews, and secondary data, which were gathered from existing documents such as lesson plans, school reports, and textbooks.

Arikunto (2010) defines primary data as firsthand information collected directly from the source, which in this case were the English teachers participating in the study. These data were considered the most crucial for understanding the

practical application of storytelling in vocabulary instruction. Secondary data, on the other hand, were obtained indirectly from sources such as school records, academic publications, and other relevant research materials that provided additional context for the study.

D. Data Collection Techniques

This study utilized multiple data collection techniques to ensure the accuracy, reliability, and depth of the data gathered. Each technique was chosen to complement the others, providing a comprehensive view of how storytelling is used to improve students' vocabulary.

1. Observation

Observation involves systematically examining the research setting and the behaviors or interactions occurring within it. As a data collection technique, observation allows the researcher to gather information on how storytelling is implemented in real time, capturing the nuances of classroom dynamics that may not be fully conveyed through interviews alone. Patton (in Afifudin and Saebani, 2012) describes observation as a method for detailing the research setting, the activities taking place, and the interactions between people, as well as the meanings assigned to events by participants.

In this study, the researcher conducted observations of storytelling sessions led by the teachers at Junior High School At-Thahiriyah. These observations allowed the researcher to capture key elements of the storytelling process, such as the use of props, the structure of the stories, student engagement, and how vocabulary was integrated into the lessons. Sugiyono (2018) highlights the unique

nature of observation as a data collection method, noting that it allows researchers to gather first-hand, non-verbal data that can enrich their understanding of the research topic.

2. Interview

The interview is a key data collection tool in qualitative research. It allows researchers to obtain detailed information directly from participants, providing insights into their experiences, thoughts, and perceptions. The Big Indonesian Dictionary (KBBI) defines an interview as a structured conversation aimed at gathering information or opinions. In this study, semi-structured interviews were used to gather in-depth data from English teachers about their use of storytelling in vocabulary instruction.

Sugiyono (2016) notes that interviews are particularly valuable for gaining deeper insights into a subject, as they allow participants to reflect on their experiences in a more nuanced way than may be possible through other data collection methods. In this research, the interviews provided detailed accounts of the teachers' strategies, challenges, and observations, offering a richer understanding of the role of storytelling in vocabulary development.

3. Documentation

Documentation refers to the collection and analysis of written or recorded materials that are relevant to the research topic. According to the Big Indonesian Dictionary (KBBI), documentation is the process of collecting, selecting, and processing information in various formats, such as images, text, or recordings. Sugiyono (2018) defines documentation as a technique for gathering data from

books, reports, archives, and other written sources that provide background information and context for the research.

In this study, documentation involved reviewing lesson plans, teaching materials, and school reports related to vocabulary instruction and storytelling. This allowed the researcher to verify and supplement the data collected through interviews and observations, providing a more comprehensive understanding of how storytelling is implemented in the school's language curriculum.

E. Data Analysis

Data analysis is a critical component of qualitative research, as it involves organizing, synthesizing, and interpreting the data collected to draw meaningful conclusions. Sugiyono (2020) defines data analysis as the process of systematically searching, organizing, and categorizing the data gathered through interviews, observations, and documentation. This process includes identifying patterns, themes, and relationships within the data and drawing conclusions that address the research questions.

In this study, the data analysis process followed the approach outlined by Bogdan (in Hardani et al., 2020), which emphasizes organizing the data in a way that highlights key findings and insights that can be shared with others. This involved categorizing the data based on the research objectives, identifying common themes related to the use of storytelling in vocabulary instruction, and synthesizing the information to draw conclusions about its effectiveness.

Sujarweni (2020) highlights three key activities involved in data analysis: data reduction, data presentation, and conclusion drawing. Data reduction involves

condensing the raw data to focus on the most relevant information. Data presentation refers to organizing the data in a way that allows for easy interpretation, often through tables, charts, or narrative summaries. Conclusion drawing involves interpreting the findings and determining their significance in relation to the research questions.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings of the research based on data collected from interviews, observations, and documentation. The discussion section interprets these findings, highlighting the effectiveness of storytelling as a strategy for enhancing students' vocabulary at MTs At-Thahiriyah. The chapter is divided into two main parts: the findings, which describe the teacher strategies observed and reported, and the discussion, which delves into the implications of these strategies in the context of language learning.

A. Findings

1. Teacher Strategies in Using Storytelling to Improve Students' Vocabulary at MTs At-Thahiriyah

Through interviews and classroom observations, it was found that the English teachers at MTs At-Thahiriyah use storytelling as a central strategy to enhance their students' vocabulary. Each teacher adapted the storytelling technique to suit their individual teaching style and classroom dynamics, but all agreed that it was an effective approach for engaging students and promoting language retention. The teachers used a variety of storytelling methods, emphasizing different aspects such as pronunciation, fluency, and student engagement.

a. Interviews

1. Teacher A's Strategy

Teacher A stressed the importance of storytelling in reducing students' reliance on dictionaries for vocabulary learning. According to this teacher, vocabulary retention is often short-lived unless students have opportunities to apply new words in meaningful contexts. Storytelling provides such opportunities by immersing students in language use that is practical and relevant to real-life situations. Teacher A noted that storytelling, especially in group settings, is highly effective because it allows students to collaborate, share ideas, and build confidence collectively.

Teacher A typically uses stories that draw from personal experiences, such as vacations or everyday events, to make the content relatable to students. This method helps students connect with the material, increasing their motivation to participate and internalize new vocabulary. Rather than assigning impromptu storytelling tasks, Teacher A prefers to give students time to prepare their stories at home, ensuring that they have thoughtfully crafted their narratives. This preparation leads to higher-quality storytelling, where students pay closer attention to sentence structure and vocabulary choice.

Teacher A also encourages peer interaction by allowing students to add to or modify each other's stories during class discussions. Even if students contribute only a few sentences, this promotes collaborative learning and ensures that everyone is involved in the storytelling process. Teacher A

evaluates students not only on their storytelling skills but also on their pronunciation, fluency, and ability to communicate the narrative effectively. For students who are hesitant or shy, Teacher A adopts a non-forceful approach, recognizing that too much pressure can lead to disengagement. Instead, the teacher creates an inviting atmosphere, where participation is voluntary but encouraged.

Teacher A begins storytelling sessions by inviting the most confident students to share first, creating a positive momentum for the rest of the class. This strategy helps reduce anxiety among less confident students, who often feel more comfortable participating after seeing their peers succeed. Teacher A's approach helps students relate the stories to their own lives, which not only boosts vocabulary learning but also develops their speaking and writing skills.

2. Teacher B's Strategy

Teacher B also utilizes storytelling to improve students' vocabulary but places a greater emphasis on pronunciation and fluency. Teacher B starts by telling a story in English and then asks students to repeat sections of the story, which reinforces their pronunciation and understanding of new words. This method helps students to become familiar with the language's rhythm and intonation, which are critical for fluency.

To make storytelling sessions more engaging, Teacher B uses expressive techniques such as varied intonation, facial expressions, and gestures to bring the story to life. This dramatization helps capture students'

attention and keeps them actively involved in the storytelling process. Additionally, Teacher B incorporates visual aids, such as illustrations from the stories, to further reinforce vocabulary acquisition. By asking students to describe these illustrations, the teacher provides opportunities for students to practice using new words in descriptive contexts.

Teacher B also focuses on classroom management by ensuring that students are attentive before starting a storytelling session. For those who may be distracted or disengaged, Teacher B gently redirects their focus, ensuring that the entire class is mentally prepared to engage with the story. New vocabulary introduced in the story is emphasized and repeated for memorization and future use.

In terms of evaluation, Teacher B asks students to recall and discuss the story after the storytelling session, focusing on the key vocabulary and its meaning. Although time constraints may prevent every student from telling their own stories during class, they are encouraged to participate in storytelling either in class or as part of their homework assignments. This ongoing practice helps students to continuously improve their language skills, particularly in vocabulary, speaking, and writing. Teacher B believes that regular engagement in storytelling enhances students' proficiency in English, making them more confident speakers and writers.

The interviews with both teachers revealed that the storytelling strategy is considered a highly effective tool for improving students' vocabulary skills. Although the teachers applied the strategy in slightly

different ways, the core principles remained consistent—storytelling creates an interactive and dynamic learning environment that promotes vocabulary acquisition while also enhancing overall language proficiency.

b. Observation

Classroom observations confirmed that both teachers actively used storytelling as a central strategy for teaching vocabulary. During these storytelling sessions, students were visibly more engaged and enthusiastic about participating in class. The researcher observed that storytelling sparked a high level of interest among the students, particularly when teachers involved them in discussions about the stories.

Both teachers employed questioning techniques during storytelling to prompt students to think critically and apply new vocabulary in context. However, not all students were equally engaged throughout the lesson. Some students appeared less active, possibly due to fatigue, lack of interest, or varying confidence levels. Nevertheless, the teachers addressed these challenges by offering extra support and encouragement to less engaged students, helping to draw them into the learning process.

The teachers were careful not to rely solely on storytelling for every lesson, recognizing that overuse of the strategy could lead to student boredom. Instead, they integrated storytelling with other teaching methods to keep the lessons varied and interesting. Despite differences in the way each teacher managed their class, both used storytelling effectively to achieve their objective of enhancing students' vocabulary skills.

B. Discussion

1. Teacher Strategies in Using Storytelling to Improve Vocabulary at MTs

At-Thahiriyah

The findings of this study align with educational theories that emphasize the importance of interactive and context-based learning strategies in language acquisition. Storytelling, as a teaching strategy, is particularly effective because it engages students on multiple levels—emotionally, cognitively, and linguistically. By providing a meaningful context for new vocabulary, storytelling helps students understand not just the definitions of words but how they are used in real-life communication.

a. Learning Stages

The storytelling sessions observed in this study followed a structured format, typically divided into three key stages: the introduction, the core activity, and the conclusion. In the introduction, teachers set the stage for learning by introducing the topic and vocabulary that would be covered in the story. This helped students prepare mentally for the lesson and primed them to focus on the new language they would encounter.

During the core activity, students engaged in the storytelling process, either by listening to the teacher or participating in group storytelling activities. This stage is where the bulk of vocabulary learning occurred, as students were introduced to new words and encouraged to use them in context. Finally, the lessons concluded with a reflection or

summary, where teachers reinforced the vocabulary and concepts learned during the session.

b. Learning Techniques

The teachers employed various learning techniques to keep storytelling sessions engaging and effective. Group discussions, role-playing, and collaborative storytelling were commonly used to involve students in the learning process. These interactive techniques helped students to practice vocabulary in a supportive environment, which fostered greater confidence in using the language.

In addition to storytelling, the teachers sometimes incorporated other methods, such as direct instruction, demonstrations, and simulations, to complement the vocabulary learning. This variety of techniques helped to maintain student interest and ensured that the storytelling strategy remained effective over time.

c. Application of Teaching Methods

The success of storytelling as a vocabulary teaching strategy was largely dependent on its application. Both teachers adapted the method to suit their students' abilities and the learning goals of each lesson. By involving students in storytelling, the teachers not only enhanced their vocabulary but also fostered improvements in their speaking and writing skills.

The teachers used continuous assessment to monitor students' progress and adjusted their storytelling techniques accordingly. This

flexibility allowed them to meet the diverse needs of their students, ensuring that the learning objectives were achieved. The storytelling strategy proved to be replicable and successful across different lessons, leading to noticeable improvements in students' vocabulary retention and confidence in using English. This approach made learning more enjoyable for students and helped them develop a deeper understanding of the language, ultimately contributing to their overall language proficiency in both academic and real-world contexts.

In examining the strategies teachers use when employing storytelling to enhance students' vocabulary skills, it is crucial to consider both the pedagogical underpinnings of storytelling as an instructional method and the practical implications observed in various educational settings.

The Importance of Storytelling in Vocabulary Development

Storytelling has long been recognized as a powerful tool for language acquisition. It creates a rich context for vocabulary learning, allowing students to encounter new words in meaningful and memorable ways. The narrative structure of storytelling naturally engages students' emotions and imaginations, making the learning experience more impactful. By embedding vocabulary within a story, teachers help students grasp not only the definitions of words but also their usage in context, thereby facilitating deeper understanding and retention.

Strategies Employed by Teachers

1. Contextualization of Vocabulary: One effective strategy observed in various studies is the contextualization of vocabulary within stories that relate to students' experiences. For example, teachers often select stories that reflect the cultural backgrounds or interests of their students. This relevance enhances engagement and motivates students to explore new vocabulary that resonates with their lives.
2. Interactive Storytelling: Teachers frequently employ interactive storytelling techniques, such as asking students to participate in the storytelling process. This could involve students contributing to the story, acting out scenes, or retelling the story in their own words. Such interactive elements not only make the learning process more dynamic but also encourage active participation, which is critical for language acquisition.
3. Utilizing Multimedia: Incorporating multimedia elements, such as videos, audio recordings, and illustrations, can enhance the storytelling experience. Visual and auditory stimuli can help students better understand and remember new vocabulary. This approach caters to diverse learning styles, making vocabulary acquisition more accessible for all students.
4. Collaborative Learning: Group storytelling activities allow students to work together, fostering collaboration and peer learning. By sharing stories in small groups, students can practice vocabulary in a supportive

environment. This collaboration not only builds vocabulary skills but also enhances speaking and listening abilities.

5. Focused Vocabulary Instruction: While storytelling provides a natural context for vocabulary learning, effective teachers also integrate focused vocabulary instruction into their lessons. This may include pre-teaching key vocabulary before the storytelling session, conducting vocabulary reviews, or engaging students in follow-up discussions that reinforce the new words learned through storytelling.

Challenges in Implementing Storytelling

Despite the benefits of storytelling, teachers may face several challenges in implementing this strategy. Time constraints within the curriculum can limit the opportunities for extensive storytelling activities. Additionally, varying levels of student confidence and participation can impact the overall effectiveness of storytelling in vocabulary instruction. Teachers must navigate these challenges by creating a supportive classroom environment that encourages participation and reduces anxiety.

In conclusion, the strategies employed by teachers when using storytelling to enhance students' vocabulary skills are diverse and multifaceted. By contextualizing vocabulary within engaging narratives, fostering interaction, utilizing multimedia resources, promoting collaboration, and integrating focused instruction, teachers can effectively support students' vocabulary development. However, it is essential for educators to remain aware of the challenges that may arise and to continuously adapt their methods to meet the needs of their students.

This dynamic approach not only enriches vocabulary acquisition but also promotes a love for language learning that can last a lifetime.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the findings of the research conducted on the strategies used by teachers at MTs At-Thahiriyah to enhance students' vocabulary skills through storytelling, several key conclusions can be drawn:

1. Effectiveness of Storytelling in Vocabulary Development

The use of storytelling as a teaching strategy has proven to be both effective and efficient in improving students' vocabulary skills. Teachers at MTs At-Thahiriyah have found that introducing new stories allows students to encounter and internalize unfamiliar vocabulary in context, which not only expands their vocabulary but also improves their speaking and writing abilities. The interactive nature of storytelling helps create a dynamic learning environment where students are more engaged and motivated to use the language. Teachers are confident that the continuous introduction of fresh stories will further enhance students' vocabulary retention and overall language proficiency.

2. Challenges Faced in Implementing Storytelling

While storytelling is an effective strategy, teachers also face certain challenges in its application. One significant obstacle is the lack of enthusiasm from some students. These students may show signs of disengagement or lack of interest during storytelling activities, which can hinder their language development. To address this, teachers employ various strategies to reignite their interest and actively involve them in the learning process. Whether through personalization of stories,

adjusting teaching techniques, or focusing on student participation, teachers are proactive in ensuring that every student remains engaged and benefits from the storytelling approach.

B. Suggestions

In light of the research findings, several recommendations are offered to enhance the use of storytelling as a teaching strategy and to support further research in this area:

1. Provision of Storybooks

It is recommended that schools, including MTs At-Thahiriya, invest in a wider variety of storybooks to support the storytelling strategy in English language teaching. Access to a diverse selection of storybooks will provide teachers with additional resources, enabling them to present new and interesting narratives that can enrich students' vocabulary. Having a broader range of stories to choose from will also help cater to the varying interests of students, making the learning process more enjoyable and tailored to their needs.

2. Encouragement for Teachers to Implement Storytelling

Teachers are encouraged to continue applying storytelling as a key method in language instruction, especially if they find it to be an effective tool in improving students' vocabulary. As the research has shown, storytelling not only aids in vocabulary acquisition but also fosters speaking and writing skills. Therefore, teachers should be encouraged to integrate this strategy into their regular teaching practices, perhaps experimenting with different storytelling techniques to maintain student engagement and maximize learning outcomes.

3. Guidance for Future Researchers

Future researchers are encouraged to use the findings of this study as a reference point or comparative material in their own investigations into language teaching strategies. This research provides a foundation for understanding how storytelling can be used to improve vocabulary and other language skills. Future studies could explore new dimensions of storytelling, such as its impact on student motivation, long-term vocabulary retention, or its effectiveness across different educational contexts and age groups. By building upon the results of this research, future scholars can contribute to a deeper understanding of storytelling as a pedagogical tool.

In conclusion, storytelling is a powerful and adaptable strategy for teaching vocabulary and improving language proficiency. With proper resources, commitment from teachers, and further research into its effectiveness, storytelling can continue to play a significant role in the language development of students at MTs At-Thahiriyah and beyond.