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**THE IMPROVING STUDENTS' VOCABULARY IN READING NARRATIVE  
TEXT THROUGH A STORY TELLING AT CLASS ELEVEN IN SMK DHARMA  
BHAKTI SIBORONGBORONG ACADEMIC YEAR 2020/2021**

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**ABSTRACT**

This Study dealt with The Improving Students' Vocabulary in Reading Narrative text Through Storytelling. The Objective of this study was to find out the use of storytelling significantly Improving Students' Vocabulary In Reading Narrative text. This study was conducted by applying classroom Action Research in SMK Dharma Bhakti at class Eleven, Siborongborong. The instrument for collecting data were Narrative reading test , observation sheet, questionnaire sheet and diary notes. The technique use for data analysis was Quantitative and Qualitative. It was found that teaching-learning process run well. The result of this study showed that the use this method significantly Improving Students' Vocabulary in Reading Narrative text through A Storytelling. The result showed that reading story telling in narrative text can improve students' vocabulary. In addition, the activities reading made the students more enthusiastic in teaching and learning process. The findings of the research show that reading a story could improve the students' vocabulary achievement in reading narrative text. It was proved by data that shows the mean of the students' scores in Orientation test was 1872 (55,05%) and in Cycle I the score was 2225 (65,44%) and in cycle II test the Score was 2731 (80,32%).

The percentage of the students who got the score above 70, In Orientation test was 2,94 % (1 student), in cycle I test 5,88 % (2 Students), and In Cycle II the percentage of student who got the score above 70 was 94,11% ( 32 Students). So, it can be concluded that, there was an improvement around 91,17 % from Orientation test to Cycle I and to Cycle II.

Keywords: Vocabulary, Narrative, Story Telling

## **1. INTRODUCTION**

### **1.1 The Background of Study**

Learning English, there are several main elements in Reading that need to be taught, the spelling, vocabulary and grammar. But in this research our focus is to learn how to Improving students' vocabulary in Reading Narrative text through storytelling.

Through Reading storytelling, student have more interest to memorize a lot of vocabulary. Improving students' vocabulary through storytelling is one of the most effective ways which must be applied for students especially in senior high School.

Memorizing vocabulary in reading Narrative text many times students have difficulties, this

is probably caused by the words form of various meaning and word choices. This complexity makes learning vocabulary difficult to student's mastery the vocabulary. Learning English without mastering vocabulary can make students difficult to read and they cannot answer some question in reading.

To gain more vocabularies, The student should have certain ways to achieve them. Certainly there are many Approaches that can help the students to enrich and master the English Vocabulary and they can choose one to help them in learning English Vocabulary.

Therefore, it is necessary for English teacher to have good method in presenting the materials in process teaching class. The teacher should make students learn vocabulary

easier, faster, more effective and more efficient.

### 1.1 The Problem of The Study

Vocabulary is important Aspect of learning English and it is very useful to communicate with other people. Based on the Description on the background above, the writer formulates the research question as follow: “Does Story telling significantly improve student’s vocabulary mastery in reading Narrative Text?”

### 1.2 The Objective of The Study

The Objective of the study is to find out story telling can significantly improve grade XI student’s vocabulary’. Through this research, the researcher makes sure that having a lot of vocabularies can improve the student’s ability in vocabulary.

### 1.3 The Scope of The Study

The teacher must have some method to improve the student’s vocabulary achievement. Because many types of reading story telling in grade XI high school, but this study focuses on Narrative text through reading storytelling.

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### 1.5 The Significance of the Study

## 2. REVIEW OF LITERATURE

### Vocabulary

Many Experts define the term of vocabulary in many ways. In general, all of the Definitions have similar idea that is number of words used for communication. Vocabulary is total number of words which (with rules for combining them) make up a language. In other source, Soedjito( 2009: 24 ) All words contained in a language. It can be

This research can cover many aspect of teaching vocabulary. The method expected to be successful in order to improve Students’ Vocabulary. Also, it is expected that this study gives many benefits practically and theoretically.

The Benefits of The Study Are:

#### 1. Theoretical benefits

a. The result of the research can give information to solve the existing problems in teaching and learning English, especially how to improve the vocabulary of the student. Learning through “Storytelling” can improve student’s vocabulary in learning English.

b. The result of this research can also increase the knowledge of basic education, particularly.

#### 2. Practical benefits

##### a. The student

The student can improve their vocabulary mastery especially in Narrative text through reading a storytelling. Because vocabulary is very important in learning English.

##### b. The Teacher

The teacher can apply this method in his/her teaching process to solve their student problems in learning English, especially vocabulary mastery.

##### c. Other Researcher

It is expected that this research will give benefits to other researchers to develop the next research

##### d. The Researcher

As researcher, I enjoy every single steps to do this research, and able to improve student’s vocabulary in reading narrative text through storytelling.

concluded that vocabulary is total number of words that has meaning in every single words and sentence in a language. So if we want to master in language, we must mastery in vocabulary.

Mastery is great skill or knowledge in a particular subject or activity. Mastery is a level of performance shows that a student has demonstrated the knowledge, skill and abilities for unity of instruction or subject

area depend by a Recognized standard. Based on the definition above, it can be concluded that vocabulary mastery is great skill and knowledge of words and meaning.

### Storytelling

Storytelling is about telling story, it is about stories to engage the audience or to make something more clear. Malan ( 1991 ) : story telling is an effort made by the storyteller in conveying the contents of feelings, thoughts or a story to children or students Verbally. Telling stories give us a sense of culture, history, and personal identity.

Here's below the example of short story telling.

#### Clever Thief

Devan was a clever thief. He robbed the rich and gave all to the sick and the needy. The other thieves were jealous of him. They planned to get rid of him. They challenged to steal the King's Pyjamas.

Deven accepted the challenge. After that he prepared to execute the new challenge. He charted out a plan to steal the King. He prepared himself mentally to carry out a plan.

He went to the King's Palace. He found the King sleeping. He opened a bottle of red ants on the bed. The King was badly bitten. He cried for help. The servants rushed in. The y pretended to look for ants. Deven removed the King's Pajamas and escaped. Other thieves were dump founded. They accepted Deven their leader.

## 3. RESEARCH METHODOLOGY

### 3.1 Research Design

This study class room action research (CAR). Class room action research is reflective process which help teachers to explore and examine aspect of teaching and learning and to take action to change and improve Class room action research are provide for teachers who want to understand about teaching and learning , develop teaching skill and knowledge and take an action to improve students' learning in the class room action

research, researcher enters the classroom, watches, and records what happen there, and report his or her finding.

Classroom action research is part of action research in which this is a strategy of research that passes the control of practice over the individual teacher in specific setting. The conventional view of this strategy is that practitioner may follow a certain action-reflection procedure that will allow them to improve unsatisfactory situation. This procedure is one of identification of a problem, and subsequent resolution of the problem through a process of observation-solution action-reflection-modification. As stated by Penny, according to one convention, action research is meant primarily to improve the teacher-researcher's own teaching. It based on a cycle of investigation, action, and re-investigation, and is usually done by two or more collaborating teachers.

### 3.2 The population of Research

Population is geographic generalization there are object has quality and certainly of characteristic that set by researcher to learning then make the conclusion Sugiono( 2010:117) The population of the research were grade Eleven of SMK Dharma Bhakti Siborongborong that consist of four classrooms and each class has about 34 students, so the total number of the population are 136 students.

### 3.3 The Sample of the Research

Sample is a part of population that give clearly characteristic of the population in this study, the sample consisting 100% of the population. It was considering representative enough and relevant to what Arikunto (2006:134) says if number of population is less than 100, it is better for the researcher took all of the population. If number of population more than 100, the researcher can be taken between 10%-15% or 20%-25% based on the quality of the researcher. Limitation of the time, personel and fund, searching area. From the statement above the researcher takes 25% students (34 students) as sample from 136 students' total of population. The 34 students (sample) chosen randomly by using lottery technique from the population.

### 3.4 The instrument of data collection

In the research, the data was collected by using the quantitative and qualitative data, it was used Reading test and memorizing vocabulary as the instrument to measure the student's achievement in vocabulary.

The qualitative data was used to describe the situation during the teaching- learning proses. The qualitative data are questionnaire and diary notes. The questionnaire was used to know the student's affection in learning Narrative text during the teaching-learning process. Diary notes were used to write the result of the observation. The diary notes was contained the researcher's personal evaluation about the class and the progress of the research.

### 3.5 The Procedure of Data Collection

The procedure of data collection of the study was conducted in several meetings by administrating two cycles.

#### Cycle 1

##### A. plan

Plan means program of action that was done. Plan is need to arrange and prepare everything that was needed in action stage. It was prepared as a handbook for the teacher which is use in the classroom to show the action. In this step, we think and consider what action will be done, what method will apply, and what material was provided. The steps would be as follows:

- a. Preparing the lesson plan the teacher was explained about the Narrative text. The definition, and an example of Narrative text.
- b. Preparing all material that would be used in this cycle
- c. Preparing that test in cycle 1.
- d. Preparing media that would be needed in teaching learning process
- e. Preparing the observation sheet, questionnaire, and diary notes.
- f. Designing a procedure reading test by applying improving students'

vocabulary in reading narrative text through storytelling.

##### B. Action

Action is the process of doing something. It is the implementation of planning. In this step, the scenario of learning vocabulary by improving students' vocabulary through storytelling and implement in the process of teaching and learning in classroom.

##### C. Observation

Observation is the most important thing to get the information of the action during the teaching learning process. Observation was the action is being done. It was done to all students' activities, participant, class events and climate. Both teacher and student's behaviour are observed by collaborator in observation sheet. In this necessary to know about the student ' attitudes but also collect data.

##### D. Reflection

Reflection is a feedback process of the actions previously. The result that has been gathered from the reading ability test, observation sheet and diary notes was collect and analysed, in order to help the teacher to make a decision and give the meaning process for the making the conclusion. In this cycle, the data was reflected and the improvement.

#### 2. Cycle II

The activities will done in the Cycle II, as the follow up, it is based on the reflection of the Cycle I. And it would be possible to the next cycle; Cycle III, will be continue if the student's vocabulary achievement in reading narrative text is still very low.

## 4. DATA AND DATA ANALYSIS

### 4.1 The Data

The data of this study where quantitative and qualitative data. The qualitative were taken from the observation sheet, interview, questionnaire and diary notes. This research had two cycles. Every cycle consist of four steps of action research; planning, action, observation, and reflection. Cycle I was

conducted in three meetings and cycle II was conducted in three meetings. So three were six meetings altogether. The data were taken from Grade XI students SMK Dharma Bhakti Siborongborong consisting of 34 students.

#### 4.2 Analysis of Quantitative Data

The quantitative data were analyzed from students' score in Reading Narrative text during the conduction of the research. To discover the students' vocabulary achievement in Reading pre-scores, the student given a Reading orientation test about Narrative text. In Orientation test, the students got low scores, but from the end Cycle I and II of the research, the students' vocabulary achievement in Reading Narrative text improved continuously. The students' Reading test was scored by calculating the five components scale (content, organization, vocabulary, language use, and mechanics). The students' reading competence increase from the Orientation test to Cycle I and II test. The complete results were Provided in Appendix B. The data in Appendix B shows that there was an improvement of the students' vocabulary achievement in Reading Narrative text.

The Improvement of the student's vocabulary achievement in Reading Narrative text can be seen from the mean of the students' score in every cycle test. In order to analyze the improvement of the all the tests, the following formula was applied:

$$\bar{X} = \frac{\sum X}{N} \times 100\%$$

Where:

$\bar{X}$  = the mean of the student's score  
 $\sum X$  = the total score of the students  
 N = the number of the students

#### 4.3 Analysis of Qualitative Data

The qualitative data were analyzed from the observation sheet, interview, questionnaire, and diary note

#### 4.4 Observation Sheet

Observation sheets showed the activities that were done in every cycle, whether the action had been implemented based on the lesson plans or not. The writer worked together with the collaborator and checked the observation sheet .

#### 4.5 Interview

There were two interview sessions conducted. The first interview was done in the first meeting that showed about the teacher's comment about the students' problem and difficulties in Reading narrative text. The second interview was done in the last meeting that showed the students' comments about use of reading storytelling in narrative text ( see Appendix D and E ).

#### 4.6 Questionnaire

This questionnaire, was delivered to know the students' interests in learning the Reading text by applying reading storytelling to improve student's vocabulary. The results of the questionnaires showed that 34 students gave score from 21-30 points, so the percentage was:

$$Q = \frac{34}{34} \times 100\% = 100\%$$

From the result above, it shows that all the students agree that applying reading storytelling could improve the students' vocabulary achievement in reading narrative text .

#### 4.7 Diary Notes

Diary notes were written up by the researcher in every meeting when conducting the research. Diary notes were used to evaluate the students' condition during the teaching-learning process was running. The diary notes also showed the students' interests in learning reading narrative text by applying reading story telling increasing even some problems occurred such as the students were not paying good attention. Diary notes also useful for the writer to see the students' progress during the research.

#### 4.8 Research Findings

The findings of the research show that reading a story could improve the students'

vocabulary achievement in reading narrative text. It was proved by data that shows the mean of the students' scores in Orientation test was 1872 (55,05%) and in Cycle I the score was 2225 (65,44%) and in cycle II test the Score was 2731 (80,32%).

The percentage of the students who got the above 70, In Orientation test was 2,94 % (1 student), in cycle I test 5,88 % (2 Students), and In Cycle II the percentage of student who got the score above 70 was 94,11% ( 32 Students). So, it can be concluded that, there was an improvement around 91,17 % from Orientation test to Cycle I and to Cycle II.

## 5. CONCLUSION AND SUGGESTIONS

### 5.1 Conclusion

Based on the data finding and analysis, the research show that reading a story could improve the students' vocabulary achievement in reading narrative text. It was proved by data that shows the mean of the students' scores in Orientation test was 1872 (55,05%) and in Cycle I the score was 2225 (65,44%) and in cycle II test the Score was 2731 (80,32%).

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### 5.2 Suggestions

The result of this research shows that in Reading narrative text through storytelling. These following suggestions are directed to:

1. In every teaching learning process the teacher is supposed to be able to choose an appropriate learning method so that it can create an active, creative affective, interesting, and exciting atmosphere
2. The improving students' vocabulary in reading narrative text through storytelling is good enough and

success to improve students' vocabulary. It say easy to find is out, it can be borrowed or even can be created by students. So, English teacher should use it particularly in teaching learning process.

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