

VOCABULARY MASTERY OF SMAN 4 SOPPENG STUDENTS VIA LEGEND STORYTELLING

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Abstract

This research aimed to diagnose whether effective or not the students' mastery of vocabulary via storytelling. The pre-experimental design was the method used by the researchers with one group pre-test and post-test. The population was the second-grade students at SMAN 4 Soppeng in the academic year 2021/2022. This research used a cluster random sampling technique. In this case, the researchers chose XI MIA 1 as the representation of the population which consists of 24 students. The instrument of this research was a vocabulary test administered as a pre-test and post-test. The result of this research proved that there was a significant difference between students' scores before treatment and students' scores after treatment. It can be seen from the mean score, the mean score of students' pre-test was (76.10), which was lower than the mean score of the post-tests (85.13). The significant value of this research (0.001) was smaller than the significant level (0.05). In addition, by doing storytelling the students use some words repeatedly. With repetition, the students can remember the words and also the types of the words. So, it can be concluded that legend storytelling improves students' vocabulary mastery and is effective in teaching vocabulary at SMAN 4 Soppeng.

Keywords — Legend storytelling, vocabulary mastery, story.

INTRODUCTION

Language learners will not be able to produce spoken, written, reading, or spoken speech comprehension in a language if they do not understand the vocabulary in that language. To master the four language skills, students must have an adequate vocabulary. However, the fact shows that many students cannot make good sentences because their vocabulary is not sufficient. Many of them are confused about how to increase their vocabulary. Even though their teacher had taught them many words but it was difficult for them to memorize the meaning of those words. Many other students do not understand the function of a word (noun, verb, adjective and adverb). That is why they may not be able to make simple sentences using

the right words. Vocabulary is a basic requirement in a language. Without having a sufficient vocabulary, we cannot communicate well with other people.

Many people have difficulty expressing their ideas, thoughts, and feelings because their vocabulary is not sufficient. As a result, there is a misunderstanding in communication. Therefore, teaching vocabulary to support vocabulary mastery needs to be given an important position in the whole process of teaching and learning English. Therefore, teachers especially in junior and senior high schools must apply various techniques in teaching vocabulary. The technique used by the teacher must be simple and interesting so that students can enjoy their learning and eliminate boredom.

There are many ways to teach vocabulary to language learners. Learning English can be done by using short stories, especially in improving students' vocabulary mastery. For example, through storytelling techniques. Storytelling is very useful in increasing students' vocabulary. The technique of using storytelling can improve students' writing and speaking skills. In storytelling, students can write or read stories and then retell what they recognize through speaking. This technique is believed to encourage students to speak or tell stories confidently, especially in front of their classmates. With frequent storytelling, students will improve their vocabulary and improve their comprehension, fluency and pronunciation as well. In other words, they will be able to communicate their ideas, thoughts and feelings easily

Through storytelling techniques, students will listen carefully which can also improve student's ability to guess or know the meaning of the words used in the story because students will listen carefully. So, they will be able to understand and conclude what the story is about. To attract students' interest, the story must be interesting, using words that are familiar and new to them. Simple and novel stories will make students curious. So, they will listen to the whole story carefully. In addition to being interesting, the way the story is told is also important. The storyteller must have background knowledge and understanding of the story. (S) he must also be able to use appropriate gestures and clear intonation to make the audience enjoy listening to the story entertainingly and make the story easy to understand.

By doing storytelling frequently make the students fluently express their idea or thought. Telling legends is also important to us. We need to know about historical stories from every place in Indonesia Legend as cultural literature gives important information about the traditions, habits, and beliefs of other people in different places. Through legends, we know how a place got its name for instance, how something happened in one place in the past time, for example,

the legend of Mount Tangkuban Perahu, Maling Kundang, Toba Lake, etc. And from legend we can get moral value and teach us what is good or bad to do. Legend is a traditional story that tells about a certain famous person or place. The vocabulary used in the legend is easy to memorize. Legends are fictional stories. It tells about something that has never happened in real life situations. There are many interesting legends that talk about how certain places got their name. Stories like this make students curious to find out. So, they will try to find out the meaning of the words in the story. Storytelling technique is an effective and interesting way for English, many students want to tell the legend in front of the class and give it in public, but their vocabulary prevents them from doing it. Well and make them desperate. They may want to share their village legend with others but unfortunately, they are afraid to share the story because of their insufficient vocabulary. For this reason, teachers should train them to do storytelling.

In terms of improving the students' vocabulary mastery, some studies have been conducted by using different methods. Umanailo (2021), "The Influence of Digital Folktales on the Students' English Vocabulary Mastery of SMP Negeri 9 Buru". This study aims to determine whether the use of folklore improves the vocabulary mastery of seventh grade students of SMP Negeri 9 Buru. In addition, Sariana, Dollah, & Talib (2022). "Using Local Short Stories to Improve Students' Vocabulary". This study aims to determine whether the use of local short stories can increase students' vocabulary. Then Rusdi, Muhayyang, & Munir (2022). "Developing Mastery of English Vocabulary Through English Story Videos for Class XI Students of SMA Negeri 1 Mamuju". This study aims to maximize students' mastery of mastery through the use of English fairy tale videos.

In terms of improving students' vocabulary mastery, there were a lot of researches that had been conducted by previous researchers but the fact showed that up to now there are many students do not have adequate vocabulary yet and have difficulties in communication. Many students cannot make good sentences because their vocabulary is not sufficient. Many of them are confused how to increase their vocabulary. Even though their teacher had taught them many words but it was difficult for them to memorize the meaning of those words. Many other students do not understand the function of a word (noun, verb, adjective and adverb). That is why they may not be able to make simple sentences using the right words.

There are many other difficulties the students may face if they do not have much vocabularies, for instance they might use the same words repeatedly in expressing their ideas, thoughts and feelings. Using the same word again and again is a problem to make

communication run well. This problem caused many students get discouraged to speak. So, teachers in this case should pay much attention on how to improve the students' vocabulary mastery in order to make them easier to communicate with other people. Teachers then should apply effective way to teach them vocabulary.

Based on this students' problems and from the five researches above which have made improvement of the students' vocabulary by using different techniques, the researchers inspired to conduct another technique in improving the students' vocabulary mastery that is by using storytelling technique. In this case, the researchers conducted a research entitled "Vocabulary Mastery of SMAN 4 Soppeng Students Via Legend Storytelling".

LITERATURE REVIEW

1. Concept of Vocabulary

Vocabulary is not just words that have meaning without use, but it's also a collection of words that are more than sentences to convey something so that they can be meaningful information. Vocabulary is an important element in teaching English because without vocabulary students cannot convey their ideas or thoughts. With the mastery of vocabulary, students can understand and communicate with others in English. Wallace (1987) stated that vocabulary is the most inherent part of the language. Cameron (2001) informed that vocabulary is the basis for language learning at an early level. Learning vocabulary also helps students master English to achieve their goals. Vocabulary is described as a collection of words in a language, words used by people, and a set of words with their definitions kept at the back of books used to teach foreign languages. Wallace (1987) said that the most essential feature of language is vocabulary.

To summarize, vocabulary is a critical component that must be acquired to succeed in learning a foreign language. Wallace (1987) acknowledged that knowing a lot of vocabulary will help you communicate more than knowing syntax and structure. In addition, vocabulary can be defined as any words that are used in a language. It can be as a noun, a verb, an adjective or an adverb.

Developing a diverse vocabulary is a valuable experience because it will broaden your horizons. As someone keeps discovering new terms, they will see how it arouses curiosity to learn and explore more. They will also see how they can use words in new ways, which will help them improve their communication skills. From a single word, we can explore it into many items, such as its synonym, antonym, lexical meaning or even the word as an idiom. This method is

effective and helps students to increase and improve their understanding of the meaning of the. Idioms are a collection of words that have different meanings from their exact meaning. The sensation or notion evoked by a word is referred to as connotation. You may also look up a word's etymology, or origin, to see where it came from.

Vocabulary is used to communicate whether written or oral. Vocabulary is one part of learning English but is the most important part of learning an English language. Vocabulary is the most important component of language because it is very influential in language skills. There are at least four skills that we must master in English, namely listening, speaking, reading, and writing. The other definition of vocabulary stated that Cameron (2001) stated that vocabulary is a core of foreign language learning at the primary level. From some of the definitions, the researchers can conclude that vocabulary is a combination of several words that have meaning and are used by someone in communicating and are an important aspect of learning a language.

According to Read (2000), there are two types of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary is a vocabulary used in speech or writing whose words immediately appear in a person's mind or when he has to produce sentences or be spoken. Passive Vocabulary is known but not used by someone. But it can be understood when heard or read. While Schail (1967) stated that vocabulary has three types; they are active, reserved, and passive vocabulary. Active vocabulary is the words that are frequently used in speaking. Receptive vocabulary is the words that are rarely used in speaking. This vocabulary is usually used in writing letters. Passive vocabulary is the words that one can vaguely recognize but are not sure what they mean, and never use in either speaking or writing. People need lots of practice and context connection to learn new words by storing the vocabulary in their mind or memory and then remembering it when they speak or write.

The ability to convey thoughts or ideas and to understand what others say is much influenced by the mastery of vocabulary. Vocabulary is not an easy and spontaneous process to carry out. The process of vocabulary acquisition begins when someone is still a toddler. The baby's first language comes from his native language. Listen to the words spoken by others and master your vocabulary in simple words. Without having adequate English vocabulary, students will have some difficulties in using English. While, Burton (1983) thought that without having or mastering a lot of vocabulary, it will be difficult to use English effectively. It means that if we

want to communicate in English both in written and orally, we have to possess adequate vocabulary and understand how to use it.

Vocabulary mastery can be measured by being able to define words, choose words and use them appropriately. In addition, Schmitt and McCharty (1997) stated that Receptive and Productive knowledge is the only realistic way to prove or measure the depth of vocabulary knowledge. Receptive knowledge is wording that students can recognize and understand when they occur in a context. From the definition, it can be concluded that vocabulary mastery is an important role in language learning because it is one of the required language components.

2. Concepts of Storytelling

Bailey (2005) said that storytelling is the art of sharing myths, legends, fables, and fairy tales, folktales in the oral tradition. By doing storytelling, helps us to manage and share ideas, thoughts and feelings. We can easily interact with other people through storytelling. Yang and Wustated stated that storytelling build interaction between the storyteller and the listeners. This tight interaction between both sides creates better communication. By doing storytelling frequently, we can also engage listeners to increase and improve their vocabulary in other to be able to catch the idea of the story easily. In addition, Zalmansyah (2013) mentioned that storytelling is considered as a media that indicated the power of words. The capability of the storyteller uses appropriate words can lead the listener to imagine what is being told and guess the ending of the story. In a story we can get any information about a particular person, specific traditions, habits or cultures at any places in the world.

Through storytelling, they can possess some new vocabularies. According to Ellis & Cameron (2001) storytelling is rich in vocabulary because the stories presented have context and various props including pictures and dances. In addition, Ress (2016) stated that storytelling is a fabulous tool for teaching language, whether one's first or tenth because language learning begins with listening and speaking. Therefore, storytelling is the right method of language learning.

The ability of students to communicate not just our own experience but the experiences of others Children must get used to listen stories such as fables, legends or folktales so frequently so they will be accustomed to listen a lot of same words repeatedly. Consequently, the words become familiar and easy to understand. This practice will engage the students to

create their own stories that will be presented orally or in written. Through the use of stories, critical thinking skills, vocabulary, and language patterns can improve.

As we know that the main function of a language is as a means of communication. English in Indonesia are taught into two types, namely active skills (speaking and writing) and passive skills (reading and listening). In terms of the function of the language, the students are expected to be more skillful in active skill. That is why the students must be trained to use English orally. One way teacher asks students to do is by telling a story. The story which students frequently tell in the classroom is Narrative story.

Narrative story is a story that tells series of events happened in the past whether it is right or only fictitious. The stories that belong to Narrative are, Legends, Fables, Myths, Novels, etc. The social function of Narrative is to entertain, to stimulus emotion or to amuse the readers through a story.

METHODS

The researchers used a one-group pre-test post-test design for the pre-experimental method. A one-group pre-test and post-test were used to collect data by administering an initial test before treatment and then followed by another test after treatment. The objective of this study is to diagnose whether the students' mastery of vocabulary via legend storytelling at SMAN 4 Soppeng is effective or not. This study was carried out at SMAN 4 Soppeng, from 17th May to 25th March 2022.

The population of this study was the second-grade students at SMAN 4 Soppeng in the academic year 2021/2022. In the second grade, there are 2 classes. Therefore, the total population are 48 students. This research used cluster random sampling technique. In this case, the researchers chose XI MIA 1 as the representation a of the population which consists of 24 students.

The researchers had to follow three stages to conduct this study:

1. Pre-test

This was the first step in the data collection process. The findings of a pre-test were used to measure the level of students' vocabulary mastery before they were offered treatment. The pre-test comes in the form of a vocabulary test with thirty questions.

2. Treatment

In this treatment were given 4 meetings. The first meeting with the story How Mount Lompobattang Got Its Name, the second meeting with the story Princess Tandampalik, the third meeting with the story How Sidenreng Rappang Got Its Name, and the fourth meeting with the story It's Granny Pakande. The researchers asked students to do legend storytelling.

3. Post-Test

A post-test was given as a final test after treatment. This test is used to determine how much students' vocabulary mastery improves after being given treatment.

The researchers collected data through pre-test and post-test data analysis. The data were analyzed by using the SPSS version (Statistical Package for Social Sciences). Data mean, standard deviation, frequency, percentage, and T-test was calculated by using SPSS.

RESULTS

The Frequency and Percentage of Students' Pre-test and Post-test Score

Table 1. Students Score

No	Classification	Range	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	93-100	2	8.33%	5	20.83%
2	Good	84-92	7	29.17%	10	41.67%
3	Average	75-83	8	33.33%	5	20.83%
4	Poor	<75	7	29.17%	4	16.67%
Total			24	100%	24	100%

Based on the table 1, it explained there is of the students in the pre-test got a very good classification, 2 students (8.33%) categorized in very good classification, 7 students (29.17%) categorized in good classification, 8 students (33.33) categorized an average classification and 7 students (29.17%) categorized in poor classification, meaning that only 17 students reached the average score before the treatment. After the treatment, there was an improvement in most of the students' scores. As seen in the post-test result, 5 students (20.83%) in this research achieved very good classification, 10 students (41.67%) categorized in good classification, while 5 students (20.83%) on the average classification and 4 students (16.67%) on the poor classification.

Table 2. Mean Score and Standard deviation

Test	Mean Score	Standard Deviation
Pre-test	76.10	14.53481
Post-test	85.13	9.68064

The pre-test mean was 76.10 while the post-test was 85.13 and the standard deviation of the pre-test was 14.53481 and 9.68064 for the post-test. The mean score of the understudy's post-test was higher than the mean score of the understudy's pre-tests while the standard deviation of the understudy's post-test is more modest than the standard deviation of the understudy's pre-test. This shows that using legend storytelling can improve students' vocabulary mastery.

Table 3. T-Test

Test	Significant Value	Significant Level
Pretest - Post test	0.001	0.05

The result of statistical calculations using SPSS in table 3 shows that the significance value (2-tailed) is greater than the alpha value of 0.05, ($0.001 < 0.05$) this show that there is a significant difference between the students' pre-test and post-test results. Based on the hypothesis, when the significant value is less than the significant level, the null hypothesis (H_0) is rejected where the vocabulary mastery using legend storytelling is effective for vocabulary mastery of class XI MIA 1 students of SMAN 4 Soppeng and the alternative hypothesis (H_1) is accepted which means that legend storytelling is effective for vocabulary mastery of class XI MIA 1 students of SMAN 4 Soppeng.

DISCUSSIONS

The discussion presented the interpretation of the research results. The learning process of this research consisted of six meetings. The six meetings included giving pretest and posttest to students for treatment.

In this study, the researchers found out whether the students' schemes in the legend storytelling improved vocabulary mastery or not. The results also showed that there were differences in students' vocabulary mastery after the students were given treatment. The data analysis result showed that the use of legend storytelling has significant effect on the students' vocabulary mastery. This will be discussed further in the next point of this discussion part. The mean scores of the posttest of 85.13 increased from the pretest of 76.10 and improvement

with difference as much as 9.03. The data analysis result showed that there was significant difference or effect between the two tests. Therefore, it can be concluded that the use of legend storytelling effect on student's vocabulary mastery.

We can see from previous studies in chapter 1 (introduction), the background section, namely the research from Umanailo, M. C. B. (2021) about "The Influence of Digital Folktales on the Students' English Vocabulary Mastery of SMP Negeri 9 Buru", where the result of the research is that the use of digital folktales improves vocabulary mastery of seventh grade students of SMP Negeri 9 Buru. In addition, Sariana, S., Dollah, S., & Talib, A. (2022). "Using Local Short Stories to Improve Students' Vocabulary", the result of the research is that short local stories can improve students' vocabulary achievement, there are also other studies that have examined other techniques, namely Rusdi, J., Muhayyang, M., & Munir, M. (2022). "Developing English Vocabulary Mastery through English Fairy Tale Videos of the Eleventh Grade Students of SMA Negeri 1 Mamuju" who found that English fairy tales increased the mastery of eleventh graders of SMA Negeri 1 Mamuju. In the results found in this research, namely "Mastery of vocabulary students of SMAN 4 Soppeng through telling legend stories" it can be said that the legend storytelling method is effectively used so that students' vocabulary mastery can increase or so that students can master vocabulary through storytelling legends.

Besides, the researchers also found that the use of legend storytelling in teaching vocabulary was quite effective. It can be seen from the increase in student learning after being given treatment which includes the storytelling method in teaching vocabulary. Where previously in the pre-test or giving the test before the treatment was given, it was seen from the frequency and percentage of students' pre-test and post-test scores, where the change in frequency and percentage clearly indicated a good change after being given treatment using the legend storytelling method.

CONCLUSIONS

Based on the result and discussion of the findings in the previous chapter, it can be concluded that the final result of this study indicated that the use of legend storytelling improves vocabulary mastery and is effective in teaching vocabulary at SMAN 4 Soppeng. Based on the analysis of the average score shows that the pre-test result is (76.10) and the post-test result is (85.13). These results indicated that the posttest result was higher than the pre-test result. In addition, by doing storytelling the students use some words repeatedly. With

repetition, the students can remember the words and also the types of the words. So, it can be concluded that legend storytelling improves students' vocabulary mastery and is effective in teaching vocabulary at SMAN 4 Soppeng.

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