# A DESCRIPTIVE STUDY OF VOCABULARY ACHIEVEMENT THROUGH STORYTELLING WITH PICTURES OF THE VI A-CLASS STUDENTS AT SDN SUKABUMI II PROBOLINGGO IN THE 2001/2002 ACADEMIC YEAR

THESIS

Presented as one of the requirements to obtain the S-1 Degree
at the English Education Program of the Language and Arts Department of
the Faculty of Teacher Training and Education
Jember University
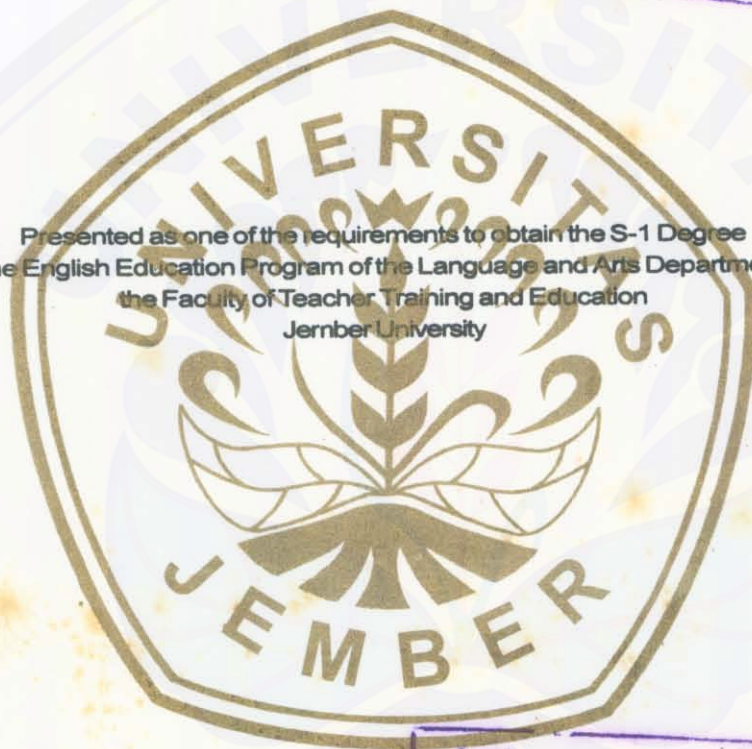
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FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2002

MOTTO

HAVING SELF-CONVICTION IS THE BEST WAY TO GET SUCCESS.

DEDICATION

I dedicate this thesis to:

- *My beloved parents, **Hadi Rudjikan** and **Luluk Umi Kulsum**. Thanks will never been enough for all your love, affection, silent praying and everything given to me. I do love you more than I could say.*
- *My beloved younger brothers, **Endra Kurniawan** and **Yanuar Rahmananda**. We have spent our time nicely. You must be better than me.*
- *My best friends at 97 level English Department. Guys! Our adventure is so sweet.*
- *My friends at Graha Cemara Indah, thanks for our beautiful friendship.*
- *My Almamater.*
- *The last but the greatest spirit comes from you, **Erie Arnaen**. Your love and great care means everything to me. Thanks.*

CONSULTANTS' APPROVAL

A DESCRIPTIVE STUDY OF VOCABULARY ACHIEVEMENT THROUGH STORYTELLING WITH PICTURES OF THE VI A-CLASS STUDENTS AT SDN SUKABUMI II PROBOLINGGO IN THE 2001/2002 ACADEMIC YEAR
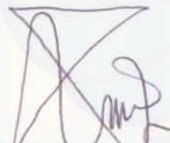
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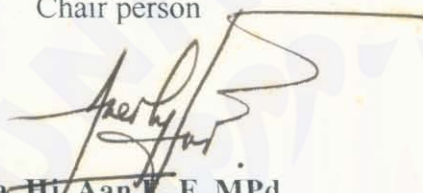
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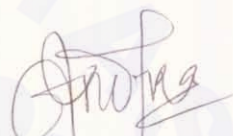
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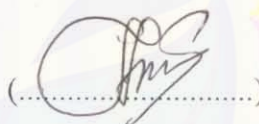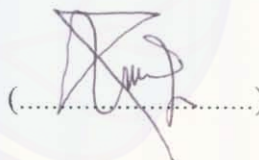
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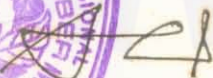
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It is only under the guidance and blessing of Allah SWT, this thesis entitled *"A Descriptive Study of Vocabulary Achievement Through Storytelling with Pictures of 6A-Class at SDN Sukabumi II Probolinggo in the 2001/2002 Academic Year"* has finally been completed.

In this occasion, the writer would also like to express deepest appreciation and sincere thanks to the following people.

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6. The English Teacher of SDN Sukabumi II Probolinggo.
7. The Administration Staff of SDN Sukabumi II Probolinggo.
8. The Sixth Year Students of SDN Sukabumi II Probolinggo.

Finally, the writer hopes that this thesis will provide some advantages to the readers. Any criticism, suggestions and inputs that contribute to the improvement of this thesis will be highly appreciated.

Jember, May 2002

The Writer

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ABSTRACT

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Thesis, English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.
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Storytelling has been used by the English teacher of SDN Sukabumi II Probolinggo in teaching English. In general, this research was intended to describe the VIA- class students' vocabulary achievement by storytelling with pictures. The respondents were taken by population method with the number of 50 students of the VIA grade. Vocabulary test was used to obtain the primary data, whereas the supporting data were obtained by interview, observation and documentation. This research done on three weeks. The collected primary data analyzed quantitatively in the percentage; then, they were classified quantitatively. The results of the data analysis showed that on the average the students of grade VIA had very good vocabulary achievement by storytelling with pictures (M=86.88%). It was supported by their mean scores of each indicator as follows: (a) their mean score of nouns was 86.56%, (b) their mean score of adjectives was 89.5%, and (c) their mean score of prepositions was 85%. The results suggest that the use of storytelling with pictures be useful and effective to improve the students' vocabulary achievement.

The Key Words: English Vocabulary Achievement through Storytelling with Pictures.
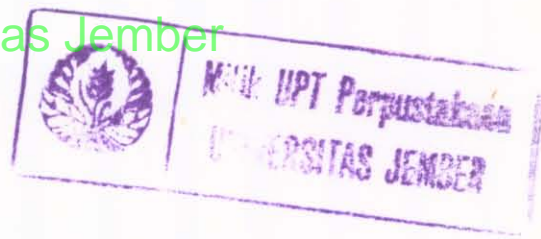
I. INTRODUCTION

1.1 Background Of The Research

Considering the importance of English in the globalization era, it is quite understandable that English is given as a compulsory subject at all Junior and Senior high schools, and even at university level in Indonesia. Moreover, it is regarded as a local content course for elementary schools at a certain regions, starting from grade 4 (Depdikbud,1994).

The elementary school students are still young to study English as a foreign language. Abe and Keiko (1991:104) state that young children studying English as a foreign language should be treated differently from teenagers and adults. Children, as young learners, have specific characteristics that are really different from the adult learners do. Besides, Scott and Yteberg (1992:3) say that adult world and child world are not the same. Children do not always understand what adults are talking about. They either pretend to understand in their own terms. From the ideas above, the teacher should know the differences and general characteristics of the children so that the effectiveness of learning will be achieved.

Therefore, it seems that teaching English to the elementary students is not an easy thing. It is concerned with the roles of the English teacher. In this case, the teacher must be able to set up a conducive situation that prevents students from being bored. The teacher has to be able to become a good model and a good facilitator for the children. The important thing is that, the teacher should be able to create a teaching technique that is appropriate with the characteristics of the students as young learners. It means that the teaching technique used should be able to allow the children to become a more efficient learner to receive, store, and remember information and knowledge more quickly and effectively.

In relation to the statement above, Setyono (1997:1) says that an important thing to be considered in teaching English to the elementary school students is the relevance of instructional materials with the students' needs and interests. The

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relevance of instructional materials with the students' needs and interests. The materials consisting of pictures, games, songs, stories and reading texts must be of students' interest. In addition, the materials for elementary school should be accompanied by interesting media like puppets, pictures, charts, etc.

Stories are motivating, rich in language experience and inexpensive (Wright, 1995:6). Pillon (1987:10) states that children love to hear a story very much. Children do not pay attention much more on language rules and system (Brown, 1987:53). It means generally children have no attention if the teacher teaches language by giving some rules without accompanying other interesting methods, such as games and telling stories. It is supported by Magdalena (1996:9) who states that teaching English to children is more effective by telling stories than teaching them by memorizing vocabulary and tenses, because telling stories are more interesting for children. In addition, it is true that teaching English as a foreign language to the elementary school students can include storytelling as a part of activities in the whole curriculum (Setyono,1997:1).

Temple and Gillet (1984:66) say that TV and movies, however, put the listener in passive role whereas storytelling involves children in stories actively and positively. Thus, through storytelling, students will learn English easier, especially in vocabulary learning. They have more possibilities to practice pronunciation and learn vocabulary meaningfully with the help of gestures, mime, intonation of voice, and the media used by the teacher. Pictures are one of the media that can be used to accompany the stories. The pictures of characters in the story will make the students easier to understand the story. Moreover, storytelling provides them with excellent opportunities to organize their thoughts, communicate effectively with others, and get actively involved with literature (Temple and Gillet, 1984:67)..

Teaching English at elementary school needs media as the aid to help and to facilitate the students to understand the materials of English presented. Ellis and Brewster (1991:69) say that media that can be used are visual, audio and audio visual aids. Considering the statement above, it means that it is necessary to use media to help the students understand the lesson better. Furthermore, from the

researcher, teaching English vocabulary through storytelling with pictures has been applied for about two years at SDN Sukabumi II Probolinggo, where the writer conducted the research. This teaching strategy has been given to the sixth year students of SDN Sukabumi II Probolinggo. In this case, storytelling with pictures has been used as media in teaching vocabulary. The English teacher also added that in teaching vocabulary is more focusing on nouns, adjectives and prepositions.

Based on the background of the problem, it is necessary to conduct a research dealing with vocabulary achievement through storytelling with pictures to the sixth year students at SDN Sukabumi II Probolinggo.

1.2 The Formulation of the Research Problem

Based on the research background, the research problems of the study can be formulated as follows:

1.2.1 The General Research Problem

"How far is vocabulary achievement through storytelling with pictures of the VIA-class students at SDN Sukabumi II Probolinggo in the 2001/2002 academic year?"

1.2.2 The Specific Research Problems

In order to be able to solve the general problem easily, it is justified into three specific problems.

1. How far is nouns achievement through storytelling with pictures of the VIA-class students at SDN Sukabumi II Probolinggo in the 2001/2002 academic year?
2. How far is adjectives achievement through storytelling with pictures of the VIA-class students at SDN Sukabumi II Probolinggo in the 2001/2002 academic year?

3. How far is prepositions achievement through storytelling with pictures of the VIA-class students at SDN Sukabumi II Probolinggo in the 2001/2002 academic year?

1.3 The Operational Definition of Terms

An operational definition will provide a guideline to understand the terms and the variables of this research. The function of the operational definition is to make the same perception between the writer and the readers about the variables of the research.

1.3.1 Vocabulary Achievement

In this research, vocabulary achievement indicates the level or the amount of knowledge and learning activities that the students mastered after learning English, particularly the knowledge of vocabulary that covers nouns, adjectives and prepositions. It was shown by the students' scores of vocabulary test covering those materials.

1.3.2 Storytelling with pictures

Storytelling in this study means the activity of telling stories that is done by the English teacher in the classroom accompanied by pictures based on the topics chosen. In this teaching learning process, the activity is started by telling stories with pictures. Then take some words from the story and explain the meaning of the words.

1.4 The Objectives of the Research

There are two kinds of objectives, namely the general objective and specific objectives. The general objective is taken from the general problem, while the specific objectives are taken from the specific problems.

1.4.1 General Objective

The general objective of this research is to describe the vocabulary achievement through storytelling with pictures of the VIA-class students at SDN Sukabumi II Probolinggo in the 2001/2002 academic year.

1.4.2 Specific Objectives

While the specific objectives of this research are to describe:

a. vocabulary achievement of nouns through storytelling with pictures of the VIA-class students at SDN Sukabumi II Probolinggo in the 2001/2002 academic year.

b. vocabulary achievement of adjectives through storytelling with pictures of the VIA-class students at SDN Sukabumi II Probolinggo in the 2001/2002 academic year.

c. vocabulary achievement of prepositions through storytelling with pictures of the VIA-class students at SDN Sukabumi II Probolinggo in the 2001/2002 academic year.

1.5 Research Significances

The results of this research hopefully can give significances to the English teachers and the next researchers.

1.5.1 The English Teachers

1. To encourage the English teachers of elementary schools, especially the sixth year teachers to create an active classroom situation by using storytelling in teaching English.

2. To continue this strategy in teaching English if the results of the research are good. On the other hand, if the results are bad, the teachers have to recheck the technique applied.

1.5.2 The Next Researchers

The results of the study are hopefully able to give some inputs for those who want to conduct a similar research, especially investigating the English skills by storytelling.

II. REVIEW OF RELATED LITERATURE
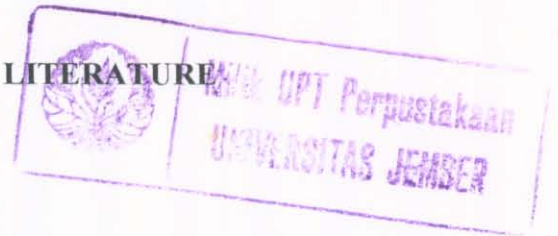
2.1 The Characteristics of Young Learners

According to Dunn, in Pender (1985:289), young children are different in temperament and over exposure to an activity lead to boredom. According to Fisher and Terry, there are some characteristics of young children (approximately eight to twelve years old).

1. They are beginners. They learn through mistakes and trial and error in a learning process. The teacher needs to be patient and understanding, giving children time to learn at their own rates.

2. They are able to understand what is being said to them, even before they do not understand the individual words. Intonation, gestures, facial expressions and phrases probably mean. By understanding the message, in this way, they start to understand the language.

3. They enjoy exciting and humorous stories, either fanciful or realistic in nature. They are becoming interested in stories of the past and people of other lands. Stories of the travel and animals always seem a strong appeal to children.

4. They have an amazing ability to absorb language through playing and other activities, which they find enjoyable. How good they are in a foreign language is not dependent on whether they have learnt the grammar rules or not.

Based on the ideas above, it can be concluded that young learner's characteristics in learning language have important contributions in developing the children's language, due to the fact that they feel happy to learn in an enjoyable situation.

2.2 Storytelling with Pictures

Rubin in Newell (1995:2) defines storytelling as the oral interpretation of literature and folklore. Geisler (1997: 2) also states that storytelling relating a tale to one or more listeners through voice and gesture. In addition, Fisher and Terry (1977:162) say that storytelling is one of few kinds of talk done by the teacher

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that offers experiences with rich, complex vivid language. It is because people, especially children, commonly love stories. It is supported by Pilon (1978:10) who argues that everyone loves to hear story, children most of all. Then, he adds that stories are useful tools in linking fantasy and imagination with a child's real world. It can be concluded that storytelling is a great technique that can be used in the teaching learning English, especially vocabulary.

A teacher might use the teaching aids when presenting the story. She can use visual and aural media. The media used might include pictures, real objects, models, tape recorder, or teacher made cassette (Ellis and Brewster, 1981: 69). Based on the idea, it is necessary for the teacher to use pictures as one of the teaching media to make the teaching and learning of vocabulary interesting.

Teaching vocabulary through storytelling that is accompanied by pictures is useful for the students to understand the meaning of words easily. Through pictures, the students will always remember the words and the meanings that have been taught by the teacher. It is supported by Eddie (1981:37) who says that by looking at pictures, the student will get a useful help to recognize the real meanings of objects and to remember them easily.

In conclusion, pictures are effective media to stimulate children in listening storytelling. It means that showing the pictures to the children will hopefully involve them in the story and develop their new perception in learning language, especially their vocabulary.

2.2.1 Procedure of Storytelling

Storytelling needs a preparation for any presentation in order that a teller has a good improvisation in telling a story. It will help the students to involve into the story, understand the characters, plot, and catch its message easily. Hubert (in Norton, without year, 334-336) offers the procedure of storytelling as follows.

a. Preparation.

The preparation activities consist of some activities that will help the teller in a process of telling a story.

1. Read the story completely through about three times.

2. Try to list mentally the sequence of events.

3. Reread the story, taking note of the events you did not remember.

4. When you fell you know the story, tell the story to a mirror.

5. Try changing vocal pitch to differentiate the characters.

6. Do not be afraid to use pauses to separate scenes.

b. Introduction.

When introducing a story, a teller can do some activities as follows:

1. Ask a question, tell the students why you enjoy a particular story.

2. Offer something interesting about the author or the background of the story.

3. Tell the background information about a country or a period of history in telling a tale.

4. Use objects or pictures.

c. Telling.

In telling a story, a teacher must be able to bring the students' imaginations into the story that is hold and involve them into the story. The teacher can do several activities as follows:

1. Find a place in the room where all the children can see and hear you.

2. Either stand in front of the group, or sit with them.

3. Then, select an appropriate introduction: use a prop, tell something about the author, discuss a related event, or ask a question.

4. Maintain eye contact with the children.

5. Use your voice rate and volume for effect.

6. While telling your story, take a short step or shift your weight to indicate a change in scene or character, or to heighten the suspense.

7. Give the audience a change to soak in everything you have said.

2.2.2 Advantages of Storytelling

Zaro and Salaberri (1995: 2) note that telling stories is useful in linguistic terms based on the following reasons :

a. The development of listening skills.

a. The development of listening skills.

Possibly the most important of these skill is listening for gist that involves listening for the main idea or plot without necessarily understanding everything. Other skills such as listening for specific information can also be develop through stories.

b. The acquisition of new vocabulary.

Most of the new language in stories is perfectly contextualized and it is usually repeated more than once so that the listener has more than one opportunity to understand the meaning.

c. The communicative exchanged involved in stories.

Storytelling is an activity which requires a certain level of interaction between the storyteller and the audience. The storyteller can obtain that collaboration of the audience at several points during the story. For example, by asking the listener the ending of the story, by getting them to suggest an alternative ending, by asking for a resume of the story up to that moment, by getting the audience's opinion, etc.

d. Motivation.

If the story is interesting enough and it is told in an appealing way, children will normally pay attention until the end. Nowadays, motivation, and in general anything to do with factors which affect the emotions are considered crucial in all learning process.

In this case, Wright (1995:14) notes that the values of telling stories are as follows. It is able to help children to understand the story through repetition of key points, mime, acting and drawing on the board, being able to see all the children while telling the story so that special adaptation can be made, and letting the children experience the magic of hearing a story pour out of someone.

Meanwhile, Stewig (1978) says that the value of telling stories, are as follows.

a. An understanding of oral literature. Young children in many societies have been imitating into their rich heritage through storytelling, today few children encounter such experiences ;

b. The opportunity for the teacher to actively involve the children in the storytelling. When the teacher has learned the story, she is free from dependence of book, and can use gestures and actions to involve the children in the story ;

c. Seeing the teacher engage in storytelling helps children understand that storytelling is a worthy activity, and motivates them to tell their own stories.

It is clear that storytelling is very famous for children. Moreover, storytelling is a good technique for the teacher because she can conduct the class freely by giving expressions when telling the story. Then, storytelling is a useful activity, because it gives motivation to the students to tell their own stories. As a result their speaking ability might be developed. In addition, their vocabulary might be developed as well.

2.2.3 Advantages of Storytelling with Pictures.

Presenting storytelling will be helpful for the children when we use pictures. It means that pictures can help the students imagine or draw the story, in order to make it clear. Moreover, pictures that accompany the story are also support the students' participation. The picture of characters in the story will make easy in understanding it.

A picture is generally regarded as the most popular media. It is considered as the effective media, which provides a real experience to the students. It is also the most efficient and economical media compared to the others, because it is quite possible for the teacher to create it by himself. Later, most students are usually more familiar with such a picture instead of another visual aids.

Scott and Ytreberg (1992: 7) state when the teacher teaches young learners, she should not rely on the spoken word only. Most activities for young learners should include movement and involve the senses. We will need to have plenty of objects and pictures to work with, and to make full use of the school and surrounding. Cross (1991:6) says that for presentation purposes, simple pictures are better because the focus is clearer and the meaning is less ambiguous.

According to Gillet (1984:68) wordless picture books are excellent telling story vehicle. These books contain only pictures and no written text, or in some case a very limited text. It means that stories which is accompanied with pictures will be more understandable than without it. Wordless book may be very good for very young students because the wordless book can give information interestingly. Elementary school students can be regarded as young students. Therefore, using pictures in storytelling is a good decision for teaching vocabulary because the activity is interesting and they like it.

Based on the explanation above it can be concluded that storytelling accompanied by pictures has an essential power to develop children's language and acquire a wide vocabulary. By telling story the students will have more attention and more active. Consequently, the teaching learning process will be more lively. Moreover, the students will get the material given more easily.

2.2.4 Guidelines for Storytelling with Pictures

According to Gillet (1984:67) there are some guidelines for preparing and telling stories.

1. Choose stories you like, your enthusiasm for the story is critical.
2. Tie storytelling to various holidays and to topic studies at the time: stories about Columbus, St.Valentine, Christmas, and stories from other lands, etc.
3. Invite others as guest of storytellers.
4. Avoid stories you can't paraphrase, because forgetting can shake your confidence.
5. Do not try to memorize a story verbatim.
6. Visualize characters and settings in your mind.
7. Plan in advance ways you can lengthen or shorten a story depending on time and your audience.
8. Practice your story before you deliver it, either in front of a mirror or to other people.
9. Find a device you can use to set an expectant mood whenever you tell a story; light a candle, wear a shawl or hat, or whatever you choose.

10. Practice varying your voice to convey mystery, excitement, anger, etc.

11. Look directly at the faces of your audience.

12. If you use props or puppets, keep them simple; check them over before you begin.

Moreover, Brown (1983:196) suggests the steps when we use pictures as the media. The steps are as follows, show the pictures to the students, then give them some questions related to the picture. The next step is asking the students to make a list of the main point it emphasizes, and the teacher can continue telling the story.

To conclude, the storytelling must be in a simple plot, few characters, appropriate with children's age, familiar or culturally appropriate for the students, repetition of key words, and it relates to the target areas in the curriculum.

2.2.5 Selecting the Materials of Storytelling with Pictures.

Storytelling is really amusing. However, it will be a fallacy to assume that learners can immediately interest to the storytelling even if the teacher presents the story in a good way. This, however, becomes possible if the material chosen is not suitable with both of the teacher and students. For that reason, choosing an appropriate storytelling material is very important.

Further, Gillet and Temple (1984: 66) say that the teacher should use some guidelines for choosing stories to tell. That is, story that is appropriate in length, topic, and language for the ages and interests of the students.

In brief, Ellis and Brewster (1991: 2) also explain that in selecting storytelling material should be based on the level of language, pronunciation, content or subject matter. Besides, encouraging participation, motivating, and arousing participation are also important factors that should be considered. The following paragraph makes the information clearer.

Firstly, the level of the language. Language that is used in the story should be appropriate with the children, meaning that the language used is not too easy and also not too difficult to follow by the children. Secondly, pronunciation, it is better that the story contains any features such as rhyme, rhythm, or intonation

that the children will enjoy imitating and improve their pronunciation. The next is about the content. The story content should be interesting to the learners that is relevant to the children need and interest, has capability to amuse, and memorable. Encouraging participation is another important factor. There should be any natural repetition to encourage in the text, and to provide pattern practice, to recognize language items and to develop memory skills. The repetition also should be allowed the children to predict what is coming next in the story, and to build up their confidence. Then, motivating is one of the essential factors in selecting storytelling material. It means that the story should be able to motivate the children to develop their imagination, appeal to their sense of humanism. The last factor is arousing curiosity. The story should also have capability to arouse children and to make them to find out more about the target language and culture, and language learning.

Besides selecting the materials of the story, we must also consider the pictures selection. In order to get good pictures, as language teaching media, teachers should be consider the criteria of picture selection. There are some criteria to get good pictures, that is: pictures must be easy to prepare, easy to organize, interesting, meaningful and authentic.

According to Sulaiman (1981:29) there are some criteria to select good pictures. The following five criteria are presented as a practical guide in the selection of the pictures for the classroom use.

a. Pictures must be pleasing, clear, interesting, easy to understand and large enough to show the details.

b. Pictures must be suitable with the teaching purpose.

c. Pictures must be clear and authentic.

d. Pictures must be simple.

e. The use of harmonizes and effective color stimulates student's interest.

To sum up, in selecting storytelling materials, it should cover the value of linguistics aspects of the children as well as their culture aspects of life.

2.3 Vocabulary

Hornby (1995:1331) says that vocabulary means a total number of words, which with rules combining them to make up a language. According to this idea above, it can be said that vocabulary is a number of words that is known by individuals in a certain language, including English.

Vocabulary has an important role in language teaching. If the students master enough English vocabularies, they would be easy in understanding English. Napa (1991:6) says that vocabulary is one of the language components and there is no language without words.

In addition Cross (1991:5) claims that some teachers believe learners should hear new words before they tell them and before they read it. In other words, if there were no sufficient knowledge of mastering vocabulary, the learners would not be able to express their idea easily or even to communicate with others using the target language. Based on the explanation above, it can be argued that vocabulary is a very essential component in learning a foreign language.

2.3.1 Kinds of Vocabulary

Vocabulary is divided into two classes, the first one belongs to large vocabulary and the second one belongs to small vocabulary (William, 1970:132). The large vocabulary includes nouns, verbs, adjectives and adverbs, while small vocabulary includes prepositions, pronouns, conjunctions, articles and interjections.

In this research, vocabulary is focused on nouns, adjectives and prepositions based on the 1994 curriculum of elementary school (Depdikbud:1994).

a. Nouns

Hornby (1995:791) defines that a noun is a word used to name or identifies any class or things, people, places or ideas. Furthermore, Frank (1972:6-7) classifies nouns based on the meanings into four types, namely:

1. Countable and uncountable nouns : table, chair, tea, coffee, sugar, etc.

2. Concrete and abstract nouns   : flower, boy, beauty, kind, etc.

3. Proper nouns   : Mr. Smith, Holland, Sunday, Juanda, etc.

4. Collective nouns   : group, team, public, crowd, etc.

If it is related to Elementary school curriculum 1994 all those types are presented integratedly. It means that the teacher introduces all kinds of nouns.

b. Adjectives

Hornby (1995:15) defines that an adjective is a word that indicates a quality of the person or thing referred to by a noun. Further, Frank (1972:109) states that an adjective takes most usual positions before the nouns, but it also fills other position as well.

Meanwhile, Thompson and Martinet (1986:33) classify adjectives into six kinds, they are:

1. Demonstrative Adjectives   : this, these, that, those.

2. Distributive Adjectives   : each, either, every, neither, etc.

3. Quantitative Adjectives   : some, any, many, little, etc.

4. Interrogative Adjectives   : what, who, whose, how, etc.

5. Possessive Adjectives   : my, your, his, her, etc.

6. Quality Adjectives   : clever, good, fat, heavy, etc.

In this research, the researcher will use demonstrative, quantitative, possessive, interrogative and quality adjectives.

c. Prepositions

According to Hornby (1995:111) a preposition is a word or group of words used before a noun or pronoun to show a place, position, time or method. Moreover, Quiros et al (1987:171) state that a preposition shows a relationship between its object and other words in sentences. Prepositions may be in form of words (such as at, by, in, on) or in form of phrases that has a function as a unit (such as in front of, by way of, etc). Some of the relationships that prepositions express are place, opposition, direction, time, manner, and agent.

According to the 1994 curriculum of Elementary schools, the prepositions are focused on place or position of things and people (Depdikbud: 1993). Thus, in this study, prepositions of position of things and people are discussed.

2.4 Vocabulary Achievement by Storytelling with Pictures

Vocabulary has many roles in learning language. The learners will be easy to express their feeling if they have enough vocabularies. They will know what other says if they know the meaning of the words or utterances. To understand new words, the learners should achieve the vocabulary.

Concerning with the term achievement, Winkel (1986:162) says that achievement is the proof of the successful effort that can be reached. Heaton (1978:7) defines the term achievement as any result of what has been taught and learnt.

From those explanations, it can be concluded that vocabulary achievement is a proof of the successful effort or any results of what have been taught and learnt by individuals or a class in relation to vocabulary subject. Vocabulary achievement is crucial when the students want to express their ideas or feelings in communication. The more vocabularies s/he owns, the more chance s/he will use it.

Vocabulary achievement by storytelling with pictures, in this research means the results of the vocabulary test by storytelling with pictures obtained by the students in the form of scores in the percentage. Here the term "achievement" was used because the test was intended to measure the students' vocabulary achievement after they had learned the materials of vocabulary taught by storytelling with pictures by the English teacher. This; storytelling with pictures was used by the teacher as a teaching technique to test the students' vocabulary achievement.

In conclusion, it is clear that through storytelling accompanied by pictures the children are empowering in achieving vocabulary. They will feel comfortable, interesting and enjoyable, and the most important thing that they are not bored or even being compelled in learning English.

III . RESEARCH METHODS

3.1 Research Design

Research design is a strategy to arrange the setting of research in order to get valid and suitable data to the characteristic and the objective of the research (FKIP, 1995:15). In relation to the idea, this research used a descriptive design, because the research was only to describe everything occurred in real condition dealing with the English vocabulary achievement by storytelling with pictures. According to Arikunto (1993:291), the characteristics of a descriptive research were as follows. Firstly, it does not need an administration of controlling the treatment. Secondly, it does not need to have the hypothesis, but it is to describe everything occurred in real condition. Thirdly, the researcher works objectively and systematically for describing the content of the problem.

Dealing with the research design, the design procedures were as follows: determining the respondents, determining data resources, constructing test related to the story, conducting try out, giving the test to the respondents, scoring the results of the test, analyzing the collected data, making conclusion and reporting the results.

3.2 Area Determination Method

The research was use purposive method as the area determination method. "Pedoman Penulisan Skripsi FKIP Jember University" said that purposive method was applied for a certain place not other places (1995:15). In relation to this study, this method was for determining SDN Sukabumi II Probolinggo as the research area based on the consideration of technical reasons, such as time, school permission and fund. It is also concerned with the academic reason that SDN Sukabumi II Probolinggo is the favorite school in Probolinggo.

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3.3 Respondent Determination Method

Respondent are the persons who give responses or answers to the questions given by the researcher, either orally or writtenly. Respondents can be taken by using samples or population. If the subjects are more than one hundred, it can be taken 10-15 % or 20-25 % or more of the population to be the respondents (Arikunto, 1993:104). Based on the explanation above, the population research was selected because the total number of the VIA-class students at SDN Sukabumi II Probolinggo was not more than one hundred students. The number of the population was 50 students of VIA class..

3.4 Data Collection Methods

Data collection methods are a systematic and standardized procedure of getting the data needed. Data collection methods are closely related to the problems of the research, since the problems will give direction and influence the data collection methods. Arikunto (1993:123) defines that there are six kinds of data collection methods, namely test, questioner, observation, documentation, rating scale and interview. However, in this research, test, interview, observation and documentation were applied to collect the main data and the supporting data.

3.4.1 Test

Test was used to get the primary data about the students' achievement of vocabulary by storytelling with pictures. Arikunto (1993:123) states that test was a set of questions, exercises, or instrument used to measure the skills, knowledge, intelligence and talent of an individual or group. Hughes (1996:9-14) divides the test into four groups. They were as follows: achievement test, proficiency test, diagnostic test and placement test.

In relation to this research, achievement test was used. It was because this research wanted to measure the students' English vocabulary achievement by storytelling with pictures.

A good test must fulfill some requirements. According to Hughes (1996:42) a good test must be valid and reliable. The valid test measures what

must be measured. Reliable test means the test can give consistent results. The test used content validity in which the test items were constructed based on the indicators and the materials of the test were based on the syllabus used. In this case, Hughes (1996:42) states that when the test is valid, it might be reliable. On the other hand, when the test was reliable, it was not always valid. Based on the idea, since the test had content validity, it was reliable too.

There were two types of test, namely subjective and objective tests. Subjective test is a series of questions in which the students are asked to explain something subjectively. In this type of test, the subjectivity influences the scoring. On the other hand, objective test was a series of questions in which the answer was definite. The objective test had only one correct answer. It can also avoid the guessing because there were some alternative answers. Dealing with objective test, Ali (1987:102) states that it could be scored quickly and easily.

In this study, the objective test in the forms of multiple choice and completion was chosen. Multiple choice was used for it was easier to score and likely create higher test reliability. As states by Hughes (1996:59), the most obvious advantages of multiple choice are the scoring can be perfectly reliable; it was also rapid and economical and it is included more items. The completion test was used as it was easy to construct and the scoring was objective enough. The test was teacher-made test. In this case the test was constructed by the researcher and consulted with the teacher. This test was given to the students by the teacher through storytelling with pictures in the second cawu. The test had twenty-five items that cover the indicators used namely nouns, adjectives and prepositions. The number of the items included all the materials. This test was divided into three parts. The first part consisted of 10 items in the form of completion. The second part was in the form of multiple choice covering 10 items. The third part was also in the form of completion consisting of 5 items. The students were asked to do the test within forty-five minutes. Each item was scored 4. So, the total score was 100.

Before the test was given to the respondents, it was tried out to the other students of class VIB. This was done to make sure whether the test was not too

difficult or too easy, the instructions were understandable or not, and the allocated time was enough or not

The procedures of the test were, firstly, the teacher told the stories by using pictures orally to the students. She told the story twice. The English teacher did not memorize all the words in the stories. She paraphrased the stories so that the students understand them easily. Secondly, the students answered the written questions based on the story told.

3.4.2 Interview

Interview was used to complete the primary data. This method refers to the way of collecting data by holding communication with the interviewee. Arikunto (1993:126) defines that interview is a dialogue done by the interviewer for getting information from the interviewee. Further, she (1993:126) divides the interview into three kinds.

1. Unguided Interview

    The interviewer did not use a set of questions. It means there was no set of question list. The interviewer may ask everything as long as they were relevant to the data obtained.

2. Guided Interview

    The interviewer should prepare a set of systematical questions to do the interview.

3. Semi Guided Interview

    It was the combination between the guided and unguided interview. It means that the interviewer provided a list of questions. Here, the interviewer can develop the questions as long as still related to the information needed.

In this research, semi-guided interview was chosen in order that the data gained were controllable and not too broad. This kind of interview was used to gain the supporting data about the teaching of vocabulary by using storytelling with pictures. The interview was conducted with the English teacher.

3.4.3 Observation

Surakhmad (1992:128) defines observation as a direct way to recognize the important events or phenomena in a research. In relation to this idea, observation in this research was used to obtain the supporting data about the teaching learning process of vocabulary by storytelling with pictures in the classroom. Here, the method used was direct observation in which the researcher was observing directly in the class while the teacher was teaching vocabulary by storytelling with pictures. The observation was used to cross check whether the result of the interview was applied in the classroom or not. In this research, the observation was done three times.

3.4.4 Documentation

Arikunto (1993:131) says that documentation was the method of collecting data by investigating the written materials such as books, magazines, documents, rules, notes of meeting, etc. In this research, the supporting data needed by documents were about the list and the names of the VIA-class students at SDN Sukabumi II Probolinggo, and the school facilities.

3.5 Data Analysis Method

One of the important steps in the research activity is data analysis. Ali (1987:83) states that the purpose of data analysis was to present the obtained data to be analyzed and interpreted to the meaningful information. In addition, he notes that there are two ways of analyzing data: they are qualitative and quantitative methods. A process of transmission, which is called "content analysis", analyzes the qualitative data. The content analysis was a procedure to categorize verbal data, for classification, recapitulation and tabulation. The quantitative method or statistical method deals with the quantitative data in terms of numbers. Meanwhile, Arikunto (1993:331-337) says that there are three ways of analyzing data in a descriptive research. They were descriptive quantitative, descriptive qualitative and descriptive statistics.

In this research, the data were analyzed by using descriptive quantitative because the data of the research were in the form of numbers and words. This research was intended to describe how far the English vocabulary achievement of the VIA-class by using storytelling with pictures is. The formula of the descriptive quantitative is as follows:

$$E = n/N \times 100\%$$

(Adapted from Ali, 1987:84)

Notes:

E = The percentage of the students' vocabulary achievement by storytelling with pictures
N = Total score of the test items
n = The students' obtained scores

After analyzing the data by the formula, the results were consulted to the following table about the classification of the score level.

Table 1. Classification of the Score Levels.

Score	Classification
96 - 100	Excellent
86 - 95	Very good
76 - 85	Good
66 - 75	More than enough
56 - 65	Enough
46 - 55	Poor
36 - 45	Very poor
26 - 35	Bad
< 26	Very bad

(Adapted from Depdikbud, 1994:10)

IV. RESEARCH RESULTS AND DATA ANALYSIS
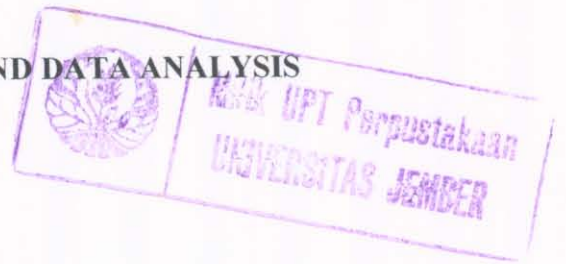
4.1 Results of Supporting Data

The supporting data were obtained from interview, observation and documentation. These kinds of data support the primary data so that the results would be complete.

4.1.1 Results of Interview

The interview was conducted with the English teacher to obtain the supporting data about the teaching vocabulary by storytelling with pictures. The results of the interview were as follows.

Firstly, according to the English teacher, teaching English at elementary school is based on the 1994 Local Content Curriculum. In the English teaching, especially in vocabulary teaching, the teacher had applied a storytelling technique, with pictures as the media for about two years. In the teaching of storytelling with pictures, the English teacher told the story to the students orally. Then, she asked the students everything related to the story given orally. The students answered the questions based on the story orally. Next, they did the exercises and check them together. She also asked the students to memorize the words given.

Secondly, the interview results showed that the student's activity in learning English was listening to the story provided with pictures given by the teacher. The students would ask if they found some difficult words. The students were so active in the class.

Finally, the compulsory textbook used in teaching English to the sixth year students was English for Beginners 6, published by Graha Pustaka, Jakarta. The additional one was English for Children published by Intan Pariwara, Klaten. Furthermore, the materials taken were based on the student's needs.

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4.1.2 Results of Observation

Observation method was used to know the English classroom activities, particularly in vocabulary learning. Through observation, it was revealed that the teacher applied the storytelling with pictures in teaching learning process. The teacher told the story that was accompanied by pictures to the students, and gave explanations about the meaning of new words. She asked the students about everything related to the story. After the students listened to the teacher, the students did the tasks and discussed them together. In this case, there was a great involvement of the students in learning English by storytelling with pictures, because the students were involved in the English teaching learning process actively. So, this process was not dominated by the teacher. So, the students became active in the classroom as well.

In addition, the observation results showed that the students were interested in the materials given by the teacher through storytelling. It was proved by their attitude in the classroom. When the teacher asked something related to the story, they directly answered the questions orally. Also, when they didn't understand some words, they asked them to the teacher.

4.1.3 Results of Documentation

Documentation was used to get the data about the list of the respondents and the school facilities. The documentation results are presented below.

The respondents of this research were 50 students of VIA-class at SDN Sukabumi II Probolinggo. Therefore, the respondent determination method was population, because the total number of respondents was not more than 100. The detail information about the respondents can be seen on Appendix 7.

The school facilities of SDN Sukabumi II Probolinggo that support the teaching learning process consist of 12 classrooms, the teachers' room, headmaster's room, the administration staff room, a library, sport aids and art tools.

4.2 Results of Try-Out Test

Before the test was given to the respondents, it had been tried out to the students of the VIB-class at SDN Sukabumi II Probolinggo. The result of the tried out could be seen on Appendix 3. From the tried out's results, it could be concluded as follows: the test items were appropriate for them, not too easy or too difficult. It was proved by their scores as follows. There was only one student who got score 100. None of the students had score lower than 60. On the average, they got score between 86-95. In addition, the instruction was understandable. The students answered the questions based on the instruction given. It could be seen on their answer sheet. When the students were doing the test, they never asked about the instruction. Because the process of the test itself was initiated by giving storytelling with pictures, the time allocated for the try out test was not enough. Therefore, the time available was lengthened from 40 minutes to 45 minutes. Besides, there was one question must be revised. The revision was done on the item number 3 part I "Ani find her books in the shelf ... desk ".This item was confusing for the students, whether the answer was added by "to be" or "not." It was revised into "Ani finds her books in the shelf... the desk."

4.3 The Primary Data

The primary data were gained by giving English test that was preceded by presenting the materials through storytelling with pictures done by the teacher. The materials of the test given were nouns, adjectives and prepositions. The following table shows the vocabulary test scores of the respondents.

Table 2. The Results of Vocabulary Test

No	Vocabulary					
	Nouns		Adjectives		Prepositions	
	T	S	T	S	T	S
1.	7	28	7	28	6	24
2.	8	32	6	24	7	28
3.	5	20	7	28	6	24
4.	5	20	7	28	8	32
5.	4	16	7	28	8	32
6.	8	32	7	28	8	32
7.	8	32	8	32	8	32
8.	9	36	8	32	8	32
9.	8	32	7	28	7	28
10.	8	32	7	28	8	32
11.	8	32	7	28	7	28
12.	8	32	7	28	7	28
13.	8	32	8	32	7	28
14.	9	36	7	28	8	32
15.	9	36	7	28	7	28
16.	8	32	7	28	6	24
17.	7	28	7	28	6	24
18.	9	36	7	28	6	24
19.	8	32	7	28	7	28
20.	6	24	7	28	7	28
21.	5	20	8	32	7	28
22.	7	28	8	32	7	28
23.	6	24	5	20	6	24
24.	8	32	6	24	6	24
25.	9	36	7	28	7	28
26.	6	24	7	28	6	24
27.	8	32	7	28	7	28
28.	8	32	7	28	7	28
29.	8	32	7	28	6	24
30.	8	32	8	32	7	28

No	Vocabulary					
	Nouns		Adjectives		Prepositions	
	T	S	T	S	T	S
31.	9	36	7	28	6	24
32.	6	24	7	28	4	16
33.	8	32	7	28	6	24
34.	9	36	7	28	7	28
35.	9	36	8	32	7	28
36.	8	32	8	32	6	24
37.	9	36	7	28	7	28
38.	9	36	7	28	7	28
39.	8	32	7	28	7	28
40.	9	36	7	28	7	28
41.	9	36	7	28	7	28
42.	9	36	8	32	7	28
43.	9	36	7	28	7	28
44.	9	36	7	28	7	28
45.	9	36	8	32	6	24
46.	6	24	6	24	6	24
47.	7	28	7	28	6	24
48.	8	32	8	32	8	32
49.	8	32	8	32	7	28
50.	8	32	7	28	7	28

Notes:

No. : Number of the respondents

T : The number of the correct answers

S : The score obtained in each indicator

4.3 Data Analysis

The following Table is the computation results of each indicator. The data were analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Where:
E : Score of the students
n : The score obtained
N : The total score

Table 3. The Analysis Results of the Students' Scores of Vocabulary Achievement Test Based on the Indicators

No	Vocabulary indicators									T
	Nouns			Adjectives			Prepositions			
	n	N	%	n	N	%	n	N	%	
1.	28	36	78	28	32	87.5	24	32	75	80
2.	32	36	89	24	32	75	28	32	87.5	84
3.	20	36	56	28	32	87.5	24	32	75	72
4.	20	36	56	28	32	87.5	32	32	100	80
5.	16	36	44	28	32	87.5	32	32	100	76
6.	32	36	89	28	32	87.5	32	32	100	92
7.	32	36	89	32	32	100	32	32	100	96
8.	36	36	100	32	32	100	32	32	100	100
9.	32	36	89	28	32	87.5	28	32	87.5	88
10.	32	36	89	28	32	87.5	32	32	100	92
11.	32	36	89	28	32	87.5	28	32	87.5	88
12.	32	36	89	28	32	87.5	28	32	87.5	88
13.	32	36	89	32	32	100	28	32	87.5	92
14.	36	36	100	28	32	87.5	32	32	100	96
15.	36	36	100	28	32	87.5	28	32	87.5	92
16.	32	36	89	28	32	87.5	24	32	75	84
17.	28	36	78	28	32	87.5	24	32	75	80
18.	36	36	100	28	32	87.5	24	32	75	88
19.	32	36	89	28	32	87.5	28	32	87.5	88
20.	24	36	67	28	32	87.5	28	32	87.5	80

No	Nouns			Adjectives			Prepositions			T
	n	N	%	n	N	%	n	N	%	
21.	20	36	56	32	32	100	28	32	87.5	80
22.	28	36	78	32	32	100	28	32	87.5	88
23.	24	36	67	20	32	62.5	24	32	75	68
24.	32	36	89	24	32	87.5	24	32	75	80
25.	36	36	100	28	32	87.5	28	32	87.5	92
26.	24	36	67	28	32	87.5	24	32	75	76
27.	32	36	89	28	32	87.5	28	32	87.5	88
28.	32	36	89	28	32	87.5	28	32	87.5	88
29.	32	36	89	28	32	87.5	24	32	75	84
30.	32	36	89	32	32	100	28	32	87.5	92
31.	36	36	100	28	32	87.5	24	32	75	88
32.	24	36	67	28	32	87.5	16	32	50	68
33.	32	36	89	28	32	87.5	24	32	75	84
34.	36	36	100	28	32	87.5	28	32	87.5	92
35.	36	36	100	32	32	100	28	32	87.5	96
36.	32	36	89	32	32	100	24	32	75	88
37.	36	36	100	28	32	87.5	28	32	87.5	92
38.	36	36	100	28	32	87.5	28	32	87.5	92
39.	32	36	89	28	32	87.5	28	32	87.5	88
40.	36	36	100	28	32	87.5	28	32	87.5	92
41.	36	36	100	28	32	87.5	28	32	87.5	92
42.	36	36	100	32	32	100	28	32	87.5	96
43.	36	36	100	28	32	87.5	28	32	87.5	92
44.	36	36	100	28	32	87.5	28	32	87.5	92
45.	36	36	100	32	32	100	24	32	75	92
46.	24	36	67	24	32	75	24	32	75	72
47.	28	36	78	28	32	87.5	24	32	75	80
48.	32	36	89	32	32	100	32	32	100	96
49.	32	36	89	32	32	100	28	32	87.5	92
50.	32	36	89	28	32	87.5	28	32	87.5	88
Σ	1556	1800	4328	1428	1600	4475	1360	1600	4250	4344
M	-	-	86.56	-	-	89.5	-	-	85	86.88

Notes:
No : The number of the respondents
n : The score obtained by each respondent
N : The total score of each indicator obtained by each respondent
% : The percentage obtained by each respondent.
T : The total score of vocabulary achievement of each respondent
M : The mean score of each indicator

After analyzing the students' vocabulary scores the next step is, finding the score frequencies achieved by the students based on the classification of the score level proposed by Depdikbud in 1994. The following section presents the scores frequencies of each indicator and vocabulary achievement obtained by the students.

The first was the score frequencies of nouns. There were 21 students had scores between 86 – 95. After being consulted to the table of the score classification, 42 % of the students' scores on nouns was very good. However, there was 1 students who had score between 36 - 45. It can be said that 2% of the students' scores was very poor. The other students' scores were laid between 96– 100, 66 – 75 and 56 - 65. To make it clearer, the results are presented in Table 4, Table 5 and Table 6.

Table 4.The Score Frequencies and Classification of Vocabulary Achievement of Nouns

No.	Score			Frequencies	%	Score Classification
1.	96	-	100	16	32	Excellent
2.	86	-	95	21	42	Very good
3.	76	-	85	4	8	Good
4.	66	-	75	5	10	More than enough
5.	56	-	65	3	6	Enough
6.	46	-	55	-	-	Poor
7.	36	-	45	1	2	Very poor
8.	26	-	35	-	-	Bad
9.	< 26			-	-	Very bad
	Total			50	100	

The second the score frequencies and classifications of adjectives. Based on the results of the test scores, it was found there was only one student who had score between 56 – 65. It means 2% of the students' scores on adjectives was enough based on the score classification. There were about 35 students gained the scores between 86 – 95. In the other words, there was 70% of the students belonged to the classification of very good The rest of the scores obtained by the students were lied between 96 – 100 and 66 – 75. They were included on excellent and more than enough classification. The Table of the score frequencies and classification of adjectives is presented below.

Table 5. The Score Frequencies and Classification of Vocabulary Achievement of Adjectives

No.	Score	Frequencies	%	Score Classifications
1.	96 - 100	12	24	Excellent
2.	86 - 95	35	70	Very good
3.	76 - 85	-	-	Good
4.	66 - 75	2	4	More than enough
5.	56 - 65	1	2	Enough
6.	46 - 55	-	-	Poor
7.	36 - 45	-	-	Very poor
8.	26 - 35	-	-	Bad
9.	< 26	-	-	Very bad
	Total	50	100	

The third was the score frequencies and classifications obtained by the students on prepositions. Basically, the results of prepositions scores were not too different from the previous indicators. The number of the students who had score between 86 – 95 was 26 students. According to the table of the score classification, 52% of the students' scores was classified into very good classification. However, there was a student who had score of 50. It was lied between 46 – 55. Consequently, 2% of the students' scores was poor. The other

scores of prepositions were lied between 96 – 100 and 66 – 75. In detail, the Table 6 presents the score frequencies and qualifications of prepositions.

Table 6. The Score Frequencies and Classifications of Vocabulary Achievement of Prepositions

No.	Score	Frequencies	%	Score Classifications
1.	96 - 100	8	16	Excellent
2.	86 - 95	26	52	Very good
3.	76 - 85	-	-	Good
4.	66 - 75	15	30	More than enough
5.	56 - 65	-	-	Enough
6.	46 - 55	1	2	Poor
7.	36 - 45	-	-	Very poor
8.	26 - 35	-	-	Bad
9.	< 26	-	-	Very bad
	Total	50	100	

The last was the score frequencies of vocabulary achievement. According to the results of the scores obtained by the students that covered nouns, adjectives and prepositions, it was found that 27 students obtained very good scores, since their scores lied between 86 – 95. When they were consulted to the table of the score classification, it could be justified that 54% of the students' scores was very good. In the meantime, there were 8% of the students had scores between 66 – 75. It means 4 students were included on the classification of more than enough. Then, 13 students had score between 76 – 85, and 6 students were excellent because they were had score between 96 – 100. The following table presents the score frequencies and classifications of vocabulary achievement.

Table 7. The Score Frequencies and Classifications of Vocabulary Achievement

No.	Score	Frequencies	%	Score Classifications
1.	96 - 100	6	12	Excellent
2.	86 - 95	27	54	Very good
3.	76 - 85	13	26	Good
4.	66 - 75	4	8	More than enough
5.	56 - 65	-	-	Enough
6.	46 - 55	-	-	Poor
7.	36 - 45	-	-	Very poor
8.	26 - 35	-	-	Bad
9.	< 26	-	-	Very bad
	Total	50	100	

The simplification of the results of the data analysis of Table 4 up to Table 7 can be seen in Table 8.

Table 8. The Classification of Students' Vocabulary Achievement

No.	Vocabulary	Mean	Score	Classification
1.	Nouns	86.56	86 - 95	Very good
2.	Adjectives	89.5	86 - 95	Very good
3.	Prepositions	85	76 - 85	Good
4.	**Vocabulary achievement**	**86.88**	**86 - 95**	**Very good**

Based on the Table 8 above, it could be explained on the following points. Firstly, the mean score of nouns was 86.56%. It lied between 86 – 95. It means that the classification of the students' mean score of nouns was very good. Secondly, the mean score of adjectives lied between 86 – 95. The mean of adjectives was 89.5%. It can be said that the students' mean score of adjectives was included on very good classification. Thirdly, the mean score of prepositions was classified as good. It was proved by the mean score of prepositions that was lied between 76 – 85. Finally, the total mean score of the students' vocabulary

lied between 76 – 85. Finally, the total mean score of the students' vocabulary achievement was 86.88%. It was lied between 86 – 95. It means that the classification of the students' vocabulary achievement was very good.

4.4 Discussion

Based on the results of the data analysis, the students' English vocabulary achievement by storytelling with pictures can be described as follows.

The general problem of this research was " How far is the VIA class students' vocabulary achievement by storytelling with pictures at SDN Sukabumi II Probolinggo in the 2001/2002 academic year?". Based on the results of the data analysis, on the average the students' vocabulary achievement by storytelling with pictures was 86.88. After consulting to the classification of the score level table, the scores lied in the interval of 86 to 95. It means that the English vocabulary achievement by storytelling with pictures of the VIA-class students at SDN Sukabumi II Probolinggo in the 2001/2002 academic year was very good. Since the result of this research was very good, it was possible supported by the students' activity in learning English, the vocabulary teaching learning process by storytelling with pictures and the school facilities. It was based on the observation done by the researcher at SDN Sukabumi II Probolinggo.

Based on the indicators, the vocabulary test consisted of nouns, adjectives and prepositions, which were appropriate with the specific problems stated in the previous chapter. It could be described that the mean score obtained by the students on nouns was 86.56; on adjectives was 89.5; and on prepositions was 85.

The results showed that the mean score of each indicator of vocabulary achievement obtained by the students was as follows. The mean score of nouns was classified as very good (M= 86.56), the mean score of adjectives was classified as very good too (M= 89.5), and the classification of the mean score of preposition was good (M= 85).

It was also supported by the result of the score frequencies and classification of vocabulary achievement. There were 27 students had score

of the students had scores between 76-85. It can be justified that 13 students belonged to good classification. The number of the students who obtained scores between 96-100 was 6 students. In other words, 12% of the students' scores was excellent. There were 4 students gained scores between 66-75. It means 8% of the students' scores was classified as more than enough classification.

Based on the results, most of the students still had difficulties in using prepositions. It was proved by the mean score of prepositions, which was lower than the other indicators. The errors were exemplified in the following. The first error could be seen on the item no. 7, part I "The bird is flying **on** the sky". It should be "The bird is flying **in** the sky". The second error on the item no. 5, part III. Most of the respondents were answered "beside = di belakang. The right answer must be "beside = di samping.

It can be assumed that this finding was affected by the frequencies of teaching vocabulary on adjectives and nouns that was higher than teaching prepositions. The students felt difficulties to differentiate the use of **in** and **on**, and the difference between beside and behind. For that reason, it was very important for the teacher to give more exercises about the use of prepositions. In this case, the teacher showed something directly related to the preposition taught.

Finally, based on the research results, it was obvious that storytelling with pictures has a power. It could help the students in learning English, especially vocabulary. Storytelling was one of the teaching techniques that was more efficient and effective in developing the students' vocabulary. It was supported by Zaro and Salaberry (1995:2) who say that among the techniques available to the teacher, storytelling was one of the effective techniques that could be used to improve the English skills including vocabulary. Since they love to listen to a story, they enjoy learning English through storytelling. It was clear that by storytelling with pictures the children's vocabulary would grow, because they would get new vocabulary from the story.

V. CONCLUSION AND SUGGESTIONS
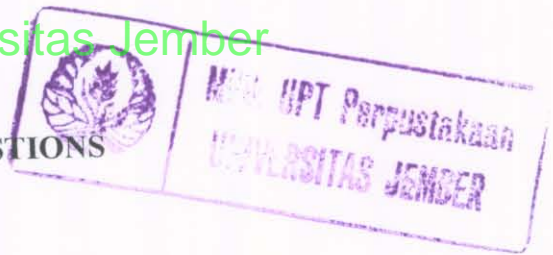
5.1 Conclusion

Based on the results of the data analysis and the explanation in the previous chapter (Chapter IV), here are the conclusions. First, in general there was very good result (M=86.88%) of English vocabulary achievement through storytelling with pictures of the VIA-class students at SDN Sukabumi II Probolinggo in the 2001/2002 academic year. Second the results of the specific problems are as follows. The mean classification of nouns (M= 86.56%)and adjectives (M= 89.5%) were very good. The mean classification of prepositions score (M= 85%) was lower than the other indicators. It was included on good classification.

5.2 Suggestions

Based on the results of this research, the following points were suggested to the following people.

5.2.1 The English Teacher

The English teacher at SDN Sukabumi II Probolinggo should continue to apply teaching vocabulary by storytelling with pictures because it gives motivation to the students in learning English. It was also expected that the English teacher at SDN Sukabumi II Probolinggo help the students to learn language efficiently and effectively.

5.2.2 The Next Researchers

It is hoped that the results of this research will give an input for the next researchers to conduct a further research with the same topic with a different design, such as an experimental research or an action research to know the effectiveness of the use of storytelling with pictures.

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Appendix 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS
A Descriptive Study of Vocabulary Achievement through Storytelling with Pictures of the VIA-Class Students at SDN Sukabumi II Probolinggo in the 2001/2002 Academic Year.	How far is vocabulary achievement through storytelling with pictures of the VIA- class students at SDN Sukabumi II Probolinggo in the 2001/2002 academic year?	English vocabulary through storytelling with pictures. Vocabulary test scores.	1. The storytelling technique 2. The media used in storytelling 1. Nouns 2. Adjectives 3. Prepositions	1. Respondents: VIA-class students at SDN Sukabumi II Probolinggo in the 2001/2002 academic year. 2. Informant: - The English teacher 3. Documents - Administration staff	1. Research Design: Descriptive 2. Area Determination Method: Purposive Method 3. Respondent Determination Method: Population 4. Data Collection Method: Primary data - Test Supporting data - Interview - Observation - Documentation 5. Data Analysis Descriptive Quantitative $E = n/N \times 100\%$ E = The percentage of the students'vocabulary achievement n = The total scores obtained by the students N = The total scores of

Appendix 2.

The Research Instruments

Guide of Interview

The Data Taken	Data Resources
1. What curriculum do you use in teaching English? 2. What kinds of technique do you usually used in teaching vocabulary? 3. How is the students' activity in learning vocabulary by storytelling with pictures? 4. What kinds of media do you usually use in teaching storytelling? 5. What kinds of textbook do you use in teaching English?	The English Teacher

Guide of Observation

The Data Taken	Data Resources
1. The students' activities in learning vocabulary through storytelling with pictures 2. The students' attitude in learning vocabulary through storytelling with pictures	The English Teacher

Guide of Documentation

The Data Taken	Data Resources
1. The list and the names of the respondents 2. The school facilities	Documents

Appendix 3. Result of Try-Out Test

No.	Names of the Respondents	Vocabulary achievement			Total Score
		Nouns	Adjectives	Prepositions	
1.	Fahni Maryulasa	16	28	32	76
2.	Anisa Rahma Nilata	28	24	28	80
3.	Akmal Thoriq Firdaus	28	32	28	88
4.	Anindia Widita	32	28	28	88
5.	Awresti Ilma Fardi	32	28	32	92
6.	Choiri Alif	20	24	16	60
7.	Ditya Ardi Wijanarko	36	32	28	96
8.	Dedi Prima Atna	28	28	16	72
9.	Diego Alif	32	28	24	84
10.	Febda Nanda	24	24	26	64
11.	Gemilang Imani P	32	28	20	80
12.	Ismi Mariska	28	28	24	80
13.	Jefri Ray A	36	32	28	96
14.	Lucky Noveliano	32	28	28	88
15.	Lusiyana Ika P	24	20	16	60
16.	M Agus Handoko	32	24	16	72
17.	M Novan Firianto	32	32	20	84
18.	Nindita Putri M	24	16	24	64
19.	Olivia Elsa A	20	20	20	60
20.	Ratna Pratiwi	32	24	24	80
21.	Rani Hapsari	36	32	32	100
22.	SeptatianAdhe P	32	28	32	92
23.	Yunita Budi A	28	32	20	80
24.	Wandita P	24	24	20	68
25.	Amelia Febrian	28	24	24	76
26.	Dheo Armando	32	16	24	72
27.	Dana Novi A	24	20	16	60
28.	Abdul Halim	32	28	20	80
29.	Ellena Komala	32	28	28	88
30.	Edwin Prima S	24	16	28	68
31.	Fezar Adiwara	32	20	24	76
32.	Rr Galuh S	28	24	20	72
33.	M Zulfi A	36	32	20	88
34.	M Saleh R	20	16	24	60
35.	Novi lutfiah N	28	24	24	76

No.	Names of the Respondents	Vocabulary achievement			Total Score
		Nouns	Adjectives	Prepositions	
36.	Nuris Dyah	32	20	20	72
37.	Oktovian	24	16	24	64
38.	Rina Aprilia	20	20	28	68
39.	Satya Prasti	24	20	20	64
40.	Silvana N	32	24	16	72
41.	Tika Ayu H	32	28	16	76
42.	Yulianis Surya	32	24	28	84
43.	Yuli Cahyo	36	24	20	80
44.	Zulfikar R	28	20	20	68
45.	Dewi Ayu A	28	32	24	84
46.	Dewi Putri	28	24	24	76
47.	Hirdi Krisnanto	20	16	24	60
48.	Crevando M	32	32	28	92
49.	Ikhsanul L	36	32	20	88
50.	Zakaria K	36	32	16	84
Total		1444	1256	1162	3852
Mean					77,04

Appendix 4.

Distribution of the items

NO	INDICATORS	ITEM NUMBER	AMOUNT
1.	Noun	A. 1, 2, 4, 8 B. 3, 8, 9 C. 1, 4	4 3 2 + 9
2.	Adjectives	A. 5, 7 9 B. 1, 5, 6, 10 C. 2	3 4 1 + 8
3.	Prepositions	A. 3, 6, 10 B. 2, 4 , 7 C. 3, 5	3 3 2 + 8
	Total		25

Appendix 5

<div align="center">

TEST

Subject : English

Class   : VI A

Time   : 45 minutes

</div>

IN THE LIBRARY

My name is Ani. I am 11 years old. My hobby is reading. I like reading magazines, storybooks, science books and newspapers.

This afternoon, I will go to a special place. It is on JL. Mawar, not far from my house. This place is very big and clean. There are many books, newspapers, magazines and maps. We can borrow those things if we have a member card. It is called a library card. Can you guess what place it is ? Yes, it is a library.

In the library, I meet Mrs.Lily. She works in the library so she is a librarian. She is very beautiful. I asks her about the books and she asks me to find them from the catalogue. She told me that catalogue is a card with the list of the specification of the books and it is always arranged alphabetically.

I got the information from the catalogue that my books are in the third shelf. Mrs.Lily told me that those shelf is beside the desk. I use my library card to borrow those books.

A. **Fill in the blanks based on the story with the right words.**

(Isilah titik-titik ini dengan kata-kata yang benar sesuai dengan cerita)

For Example : Ani's hobby is **reading.**

1. There are many books in the ......
2. .... is a librarian.
3. Ani finds her books in the shelf .... the desk.
4. We can find the information of the book in ....
5. The library is very.........
6. My books are .... the third shelf.
7. The library is not .... from my house.
8. I use my .... to borrow those books.
9. Mrs.Lily is very ....
10. The library is .... Jl. Mawar.

THE CLEVER CROW
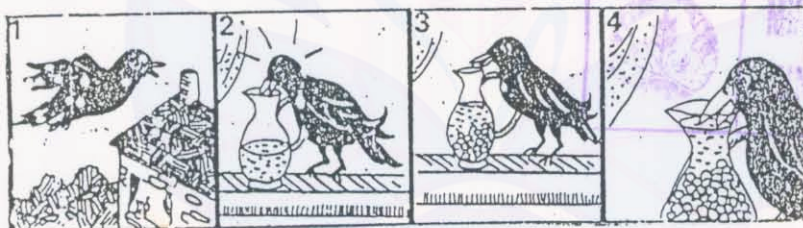
One day, a thirsty crow wanted to drink some water. He looked around for some water. Then,he spotted a pitcher of water. It was on the windowsill. The crow flew down. His beak could not reach the water. It was very low. The crow had an idea. He dropped some pebbles into the pitcher. Soon, the water rose.

B. Choose the right word based on the story by underlining it.

(Pilihlah kata yang tepat berdasarkan cerita dengan memberi garis bawah)

For Example: The crow wanted to drink (water, milk).

1. The (thirsty , hungry) crow wanted to drink some water.
2. He dropped some pebbles (under , into) the pitcher.
3. He spotted a pitcher of (sand , water).
4. The crow looked at the pitcher (on , in) the windowsill.
5. The (stupid , clever) crow could drink the water.
6. His colour is (white , black).
7. The crow was flying (in , on) the sky.
8. He has an idea to dropped some (pebbles , stones) into the pitcher.
9. His (mouth , beak) could not reach the water.
10. The crow could not reach the water because it was very (high , low).

C. Find the meaning of these words. (Carilah arti kata-kata berikut ini)

For example: Crow = burung gagak.

1. library   = ...
2. clever   = ...
3. under   = ...
4. pebbles   = ...
5. beside   = ...

Appendix 6.

ANSWER KEY

A.
1. library
2. Mrs. lily
3. beside
4. catalogue
5. big and clean
6. in
7. far
8. library card
9. beautiful
10. on

B
1. thirsty
2. into
3. water
4. on
5. clever
6. black
7. on
8. pebbles
9. beak
10. low

C
1. perpustakaan
2. pintar / pandai
3. di bawah
4. batu kerikil / batu koral
5. di samping / sebelah

Appendix 7. The name of the respondents

No	Name	Gender	No	Name	Gender
1	Nabila sacharina	Female	26	Danang Rusjayanto	Male
2	Adhyrisma Firtana	Male	27	Dwi Retno Widahardani	Female
3	Amanda Larafati	Female	28	Dahya Al Kalabi	Male
4	Ayuningtyas Palupi	Female	29	Dwi Budi Purnomo	Male
5	Anis Bunga Kartika D	Female	30	Febriana Larasandi	Female
6	Bagus Yanuaris Dakar	Male	31	Gita Maharsi wiratmoko	Female
7	Riano Mei Rangga	Male	32	Jayanto Hendro Prabowo	Male
8	Candrika Rahmad M	Male	33	Meirina Romadhoni	Female
9	Digo Amando	Male	34	Moch. Firdiansyah	Male
10	Feby Nanda Aritama	Male	35	Frisada Putra Perdana	Male
11	Levina Rosalinda	Female	36	M. Miftahul Huda	Male
12	M. Affan Al Mutlik	Male	37	Primita Anggraeni	Female
13	Mahendra Arief Waris	Male	38	Reza Pradana S	Female
14	M. Admanegara	Male	39	Risky Silvia Anggraeni	Female
15	Ma'rufa Istiqomah	Female	40	Rita Nur Cahyani Iroe	Female
16	Qoderi Tri Riestana	Female	41	Siti Aisah	Female
17	Rr. Diaz Septiana A	Female	42	Sheia Amalia	Female
18	Redha Andi Gunawan	Male	43	Taniar Rahma P	Female
19	Ratna Ayu Megawati	Female	44	Feria Chaerani	Male
20	Zaitun Ningsih	Female	45	Arifiana Irma Wulandari	Female
21	Aditya Christiawan	Male	46	Nabil Ali Yahya	Male
22	Alan David Prayogi	Male	47	Wiwit Novia Susanti	Female
23	Arie Sutrisno	Male	48	Abdul Qodir A	Male
24	Alwy Husein Agiel	Male	49	Ninggar Alin Tantiya	Female
25	Adinda Ayu Dyahnugra	Female	50	Adrian	Male

Appendix 8

The Facilities at SDN Sukabumi II Probolinggo

No	The Facilities	Total
1.	Classroom	12
2.	Heat Master's Room	1
3.	Teacher's Room	1
4.	Administration's Room	1
5.	Library	1
6.	Storeroom	1
7.	UKS	1
8.	Bathroom	3
9.	Toilet	2
10.	Cafeteria	1

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp / Fax (0331) 334988 Jember 68121

Nomor   : 0594 /J25.1.5/PL5/2001
Lampiran : Proposal
Perihal   : Ijin Penelitian

Jember, ... 2 0 MAR 2002

Kepada   : Yth. Sdr. Kepala SDN Sukabumi II

....

di. –

Probolinggo

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama   : Elok Kurniawati
Nim   : 97-1005
Jurusan/Program : PBS/ B. Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

A Descriptive Study of 6A Class Students' Vocabulary Achievement Through Storytelling with Picture at SDN Sukabumi II Probolinggo in the 2001/ 2002 Academic Year

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I,

MISNO AL, M.Pd
130 937 191

Appendix 10.

Hal   : Permohonan ijin penelitian

Kepada Yth.

Ibu Kepala SDN Sukabumi II

Probolinggo

Dengan hormat,

Yang bertanda tangan di bawah ini :

Nama	:	Elok Kurniawati
NIM.	:	970210401005
Jurusan/Program	:	PBS/Bahasa Inggris
Fakultas	:	Keguruan dan Ilmu Pendidikan

Dengan ini mengajukan permohonan untuk dapat mengadakan penelitian di SDN Sukabumi II Probolinggo sebagai syarat penyelesaian tugas akhir/skripsi yang berjudul :

"A DESCRIPTIVE STUDY OF VOCABULARY ACHIEVEMENT THROUGH STORYTELLING WITH PICTURES OF THE 6A – CLASS STUDENTS AT SDN SUKABUMI II PROBOLINGGO IN THE 2001/2002 ACADEMIC YEAR"

Demikian permohonan ini saya buat, atas kesediaan dan kerja samanya saya ucapkan terima kasih.

Jember, 25 Maret 2002

Pemohon

Mengetahui

Kepala SDN Sukabumi II

Probolinggo

Hj. Trisnawati

NIP. 130 228 078

Elok Kurniawati

NIM. 970210401005

PEMERINTAH KOTA PROBOLINGGO
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH DASAR NEGERI SUKABUMI II No. 02
Jl. Dr. MOH. SALEH No. 28 TELP. (0335) 421520
KECAMATAN MAYANGAN - KOTA PROBOLINGGO KODE POS 6719

SURAT KETERANGAN
Nomor. 422/85/432.103.1.2/2002

Saya yang bertanda tangan di bawah ini :

Nama	:	Hj. TRISNAWATI
NIP	:	130 228 078
Jabatan	:	Kepala Sekolah

menerangkan bahwa :

Nama	:	ELOK KURNIAWATI
NIM	:	970210401005
Jurusan / Program	:	PBS / P. Bahasa Inggris
Fakultas	:	Keguruan dan Ilmu Pendidikan UNEJ

benar – benar telah melaksanakan penelitian di SD Negeri Sukabumi II Probolinggo mulai tanggal 26 Maret 2002 s.d 8 April 2002. Penelitian ini dilaksanakan untuk memenuhi penyelesaian tugas akhir (skripsi) yang berjudul :

" A DESCRIPTIVE STUDY OF VOCABULARY ACHIEVEMENT THROUGH STORYTELLING WITH PICTURES OF VI a - CLASS STUDENT AT SD NEGERI SUKABUMI II PROBOLINGGO IN THE 2001 / 2002 ACADEMIC YEAR "

Demikian surat keterangan ini saya buat untuk dapat dipergunakan sebagaimana mestinya.

Probolinggo, 8 April 2002
Kepala SD Negeri Sukabumi II

DINAS P DAN K
SDN. SUKABUMI II
KEC. MAYANGAN

Hj. TRISNAWATI
Pembina

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : ELOK KURNIAWATI
NIM/Angkatan : 97-1005 / 1997
Jurusan/Program Studi : PBS / P. BAHASA INGGRIS
Judul Skripsi : A DESCRIPTIVE STUDY OF VOCABULARY ACHIEVEMENT THROUGH STORYTELLING WITH PICTURES OF VI A - CLASS STUDENTS AT SDN SUKABUMI II PROBOLINGGO IN THE 2001 / 2002 ACADEMIC YEAR

Pembimbing I : Dra. Hj. Zakiyah Tasnim, MA
Pembimbing II :

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Senin, 12 Maret 2001	Judul dan Matrix	
2.	Senin, 8 Oktober 2001	Bab I	
3.	Rabu, 24 Oktober 2001	Bab I dan II	
4.	Sabtu, 17 Nop 2001	Bab I	
5.	Senin, 26 Nop 2001	Bab I dan II	
6.	Selasa, 11 Des 2001	Bab III	
7.	Rabu, 9 Januari 2002	Instrument Penelitian	
8.	Jum'at, 8 Maret 2002	Seminar	
9.	Kamis, 11 Maret 2002	Bab IV	
10.	Selasa, 23 Maret 2002	Bab IV dan V	
11.	Senin, 13 Mei 2002	Abstrak	
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

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UNIVERSITAS JEMBER
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LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a   : ELOK KURNIAWATI

NIM/Angkatan   : 97-1005 / 1997

Jurusan/Program Studi : PBS / P. BAHASA INGGRIS

Judul Skripsi   : A DESCRIPTIVE STUDY OF VOCABULARY ACHIEVEMENT THROUGH STORYTELLING WITH PICTURES OF VIA-CLASS STUDENTS AT SDIV SUKABUMI II PROBOLINGGO IN THE 2001 / 2002 ACADEMIC YEAR

Pembimbing I   :

Pembimbing II   : Dra. Made Adi Andayani T, MEd

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Kamis, 10 Jan 2002	Matrix dan Bab I	
2.	Rabu, 16 Januari '02	Bab I dan Bab II	
3.	Selasa, 22 Januari '02	Bab II	
4.	Selasa, 29 Januari '02	Bab II dan III	
5.	Sabtu, 9 Pebruari '02	Instrument Penelitian	
6.	Jum'at, 8 Maret '02	Seminar	
7.	Selasa, 7 Mei '02	Bab IV dan V	
8.	Jum'at, 17 Mei '02	Bab IV dan V	
9.	Selasa, 21 Mei '02	Abstrak	
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN   : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

            2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi