



**THE EFFECT OF STORYTELLING ON VOCABULARY ACHIEVEMENT
OF THE FIFTH YEAR STUDENTS OF SD TA'MIRIYAH
SURABAYA IN THE 1999/2000
ACADEMIC YEAR**

THESIS

Submitted as partial fulfillment as one of the requirements to obtain
the degree of S-1 at the English Education Program of
the Faculty of Teacher Training and Education
The University of Jember

By

Hastia Dermata Sari

NIM. B1G195286

**FACULTY OF TEACHER TRAINING AND EDUCATION
THE UNIVERSITY OF JEMBER**

2000

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Motto

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

بَانَ مَعَ الْعُسْرِ يُسْرًا ۖ إِنْ مَعَ الْعُسْرِ يُسْرًا ۗ
فَإِذَا فَرَغْتَ فَانصَبْ ۖ وَإِلَىٰ رَبِّكَ فَارْغَبْ ۗ

By The Name of Allah
The most Gracious
The most Merciful

So, verily, with every difficulty,
There is relief.

Therefore, when thou art free
(from thine immediate task) still
labour hard:

And to Thy Lord turn (all) the attention.

Al-Inshirah 5-8

DEDICATION

I dedicate this thesis to honor:

- ♥ *My dear beloved Dad, **M. Hasan** and mom **Yasinawati**
There are no proper words to express how I thank for your patience, silent pray, and most of all for your warm and sincere love for me that bring me up to this wonderful life. I love you so much indeed and I am proud of being your sweetheart.*
- ♥ *The apple of my eyes, **The ESEFIAN Brother-sisters, Kakak Eka, Endang, Iwan, Ade, and Lina,** I am thankful for your affection, support and your understanding.*
- ♥ *My gratitude to my Grandmother, **Datuk Lilik** and my Uncle and Aunts in Surabaya **Bung Ali, Icuk, Ema** and my Uncles and Aunts in Bangka **pa'wo, ma'wo, pa'Nga, Ma'Nga, pa'su, Ma'Su** thanks a lot for your silent pray and for the support from long distance.*
- ♥ *Thanks to my friends in **E-Pro 1995**, especially, **Ucha, Yenni, Ida, Yuli, Tiwi** and **Lilik** for the great and beautiful moment I always remember very best.*
- ♥ *My best friends in DT-Ceria II.79, **Wiwit, Nuning, Anis, Mbak Iwi, Mbak Yuni, Lilik** and **Jessi**, and my friends **Endri, Yeti Besar** and **Yeti Kecil** and all my friend in Kal.Pan who help me and for some very fruitful moment we share together and for your patience to me.*
- ♥ *My Almamater.*

CONSULTANTS' APPROVAL SHEET

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THESIS

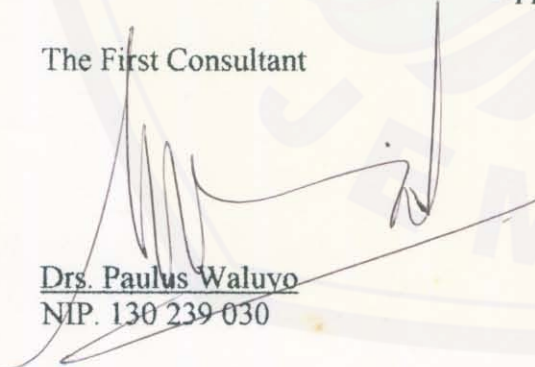
*Proposed to fulfill the requirement to obtain the degree of S-1 at the English
Education Program of the Department of Language and Arts of
the Faculty of Teacher Training and Education
The University of Jember*

By

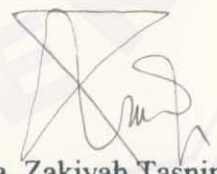
Name : Hastia Permata Sari
Reg. No. : BIGI95286
Level : 1995
Program : English
Place of Birth : Belinyu
Date of Birth : December 16, 1975

Approved by:

The First Consultant


Drs. Paulus Waluyo
NIP. 130 239 030

The Second Consultant


Dra. Zakiyah Tasnim, MA
NIP. 131 660 789

APPROVAL SHEET

The thesis is examined and approved by the examination Committee of The Faculty of Teacher Training and Education, The University of Jember.

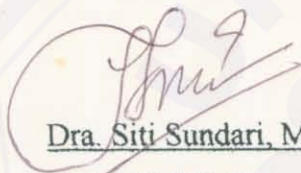
Day : Saturday

Date : August 26, 2000

Place : The Faculty of Teacher Training and Education

Examiner

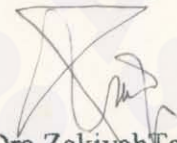
The Chairman



Dra. Siti Sundari, MA

NIP. 131 759 842

The Secretary



Dra. Zakiyah Tasnim, MA

NIP. 131 660 789

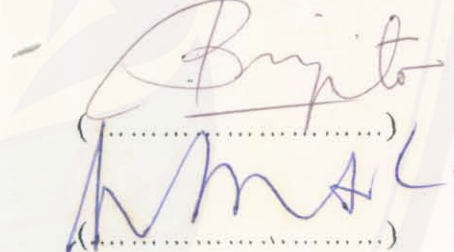
The Members:

1. Drs. Bambang Suharjito, MEd

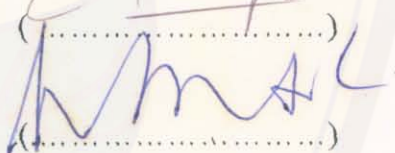
NIP. 131 832 333

2. Dra. Wiwiek Eko B, MPd

NIP. 131 475 844



(.....)



(.....)

Under the Authority of the Dean

The First Vice Dean



Drs. Djoko Suhud

NIP. 130 355 407

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I realize that this thesis is not perfect, and I expect it will be useful not only for myself but also for the readers. Finally any constructive criticisms and suggestions will be fully appreciated in order to improve this thesis.

Jember, August 2000

The Writer

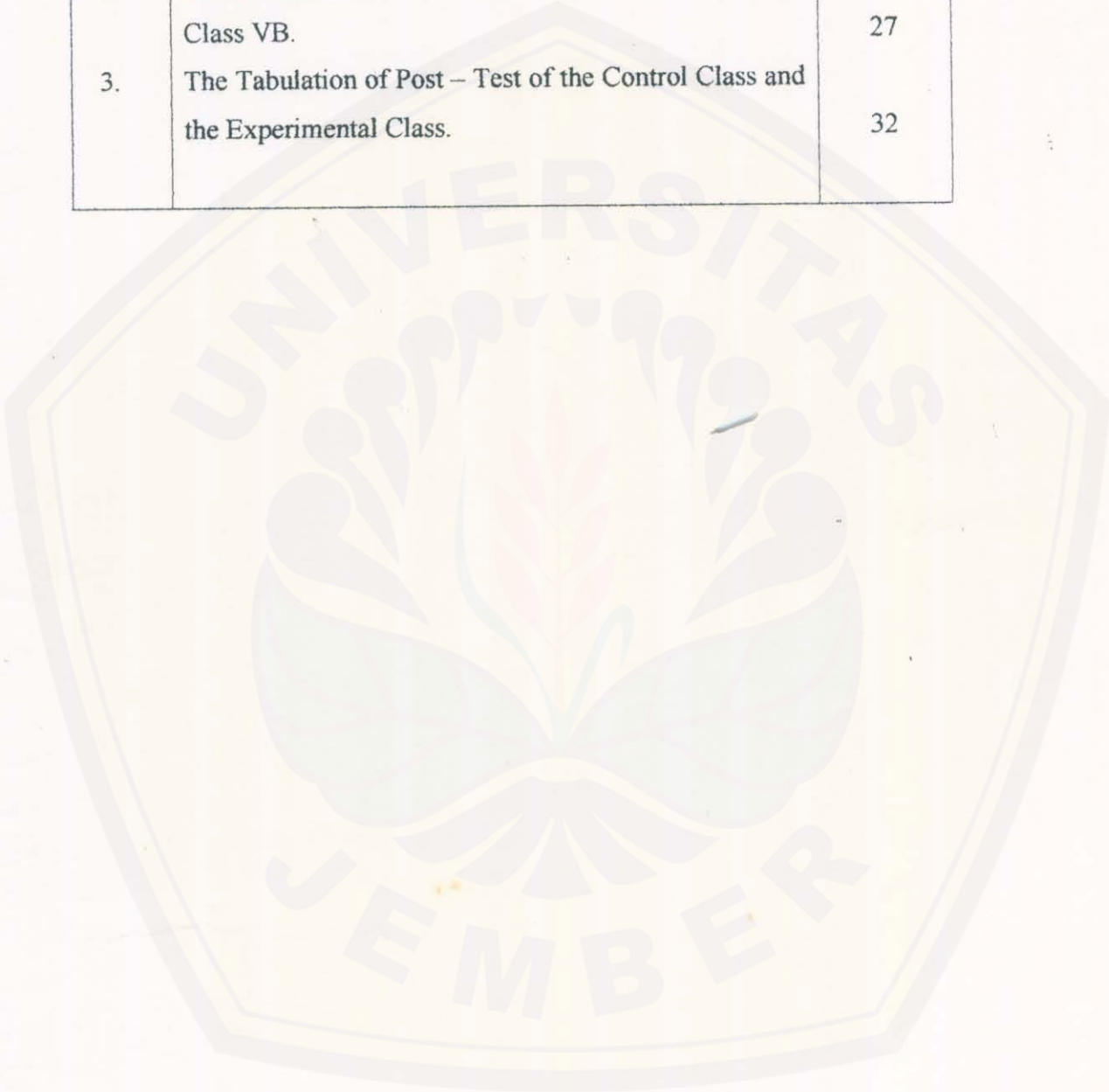
TABLE OF CONTENT

	Page
TITLE	i
MOTTO	ii
DEDICATION	iii
CONSULTANTS' APPROVAL SHEET	iv
APPROVAL SHEET	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	vii
THE LIST OF TABLE	ix
MAP	x
ABSTRACT	xi
I. INTRODUCTION	
1.1 Background of The Research.....	1
1.2 The Formulation of The Research Problem.....	3
1.3 Operational Definition.....	3
1.3.1 Storytelling	3
1.3.2 Vocabulary Achievement	4
1.4 The Objective of The Study	4
1.5 The Significances of The Study.....	4
II. REVIEW OF RELATED LITERATURE AND HYPOTHESIS	
2.1 Storytelling with Pictures	6
2.1.1 Storytelling	6
2.1.2 Guidelines for Storytelling	8
2.1.2 Selecting The Material of Storytelling	9
2.1.3 Characteristics of Young Learners	10
2.3 Vocabulary	11
2.3.1 Kinds of Vocabulary	12
2.3.2 Some Aspect Points of Presenting Vocabulary through Storytelling with Pictures.....	14
2.4 Vocabulary Achievement by Storytelling with Pictures	16
2.5 Hypothesis	17
III. RESEARCH METHODS	
3.1 Research Design	18
3.2 Area Determination Method	18
3.3 Respondent Determination Method	19
3.4 Data Collection Methods	19
3.4.1 Test.....	19

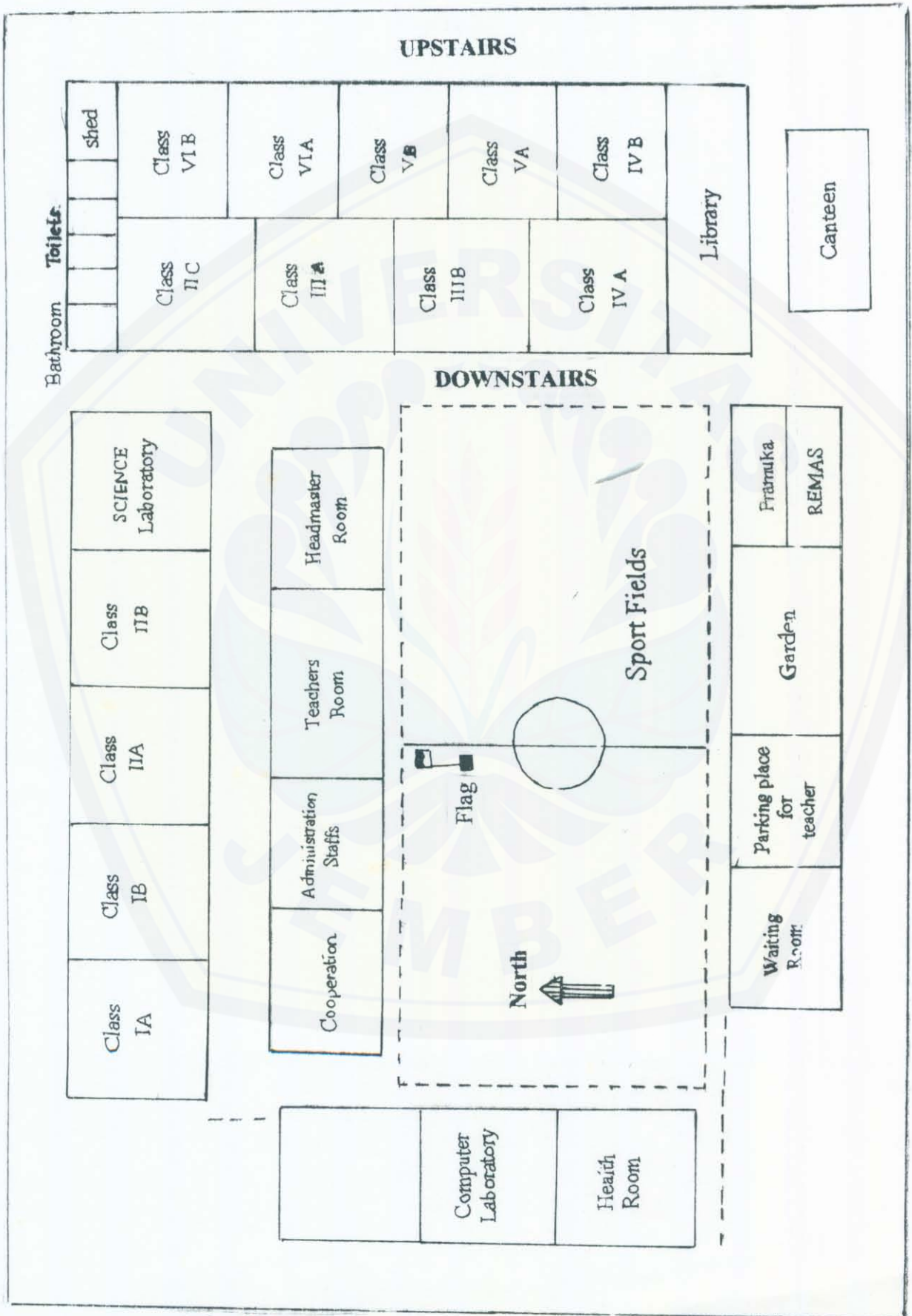
3.4.2 Observation	20
3.4.3 Interview	21
3.4.4 Documentation	21
3.5 Data Analysis Method	21
IV. RESEARCH RESULTS AND DATA ANALYSIS	
4.1 The Result of Interview	23
4.2 The Result of Observation	24
4.3 The Result of Documentation	24
4.3.1 The Brief Description of SD Ta'miriyah Surabaya	24
4.3.2 The Total Number of The Fifth Year Students	25
4.3.3 The Name of Respondents	25
4.3.4 The Personnel of SD Ta'miriyah Surabaya	25
4.3.5 The Facilities of SD Ta'miriyah Surabaya	26
4.4 The Results of Test	26
4.4.1 The Results of The Pre -Test	26
4.4.2 Teaching Learning Process Conducted By The Writer	31
4.4.3 The Results of Post – Test	32
4.5 Hypothesis Verification	34
4.6 Discussion and Interpretations	35
V. CONCLUSION	
5.1 Conclusion	37
5.2 Suggestions	37
BIBLIOGRAPHY	
APPENDICES	
1. Research matrix	
2. Instrument guide	
3. Pre – Test Items	
4. Lesson Plans and Worksheet	
5. Post – Test Items	
6. Answer Key	
7. The Name of Respondents	
8. The Personnel of SD Ta'miriyah Surabaya	
9. Permit Letter of Conducting The Research from The Faculty	
10. Permit Letter of SD Ta'miriyah Surabaya	
11. The List of t – Table Values	
12. Consultation Sheets	

THE LIST OF TABLES

No.	NAME OF TABLE	Page
1.	The Number of the Fifth Year Students.	25
2.	The Tabulation of Pre – Test Scores of Class VA and Class VB.	27
3.	The Tabulation of Post – Test of the Control Class and the Experimental Class.	32



THE MAP OF SD TA'MIRIYAH SURABAYA



ABSTRACT

Hastia Permata Sari, August 2000, The effect of storytelling on vocabulary achievement of the fifth year students of SD Ta'miriyah Surabaya in the 1999/2000 academic year.

Thesis, English Education Program, Language and Art Department, Faculty of Teacher Training and Education, Jember University.

Consultants : (1) Drs. Paulus Waluyo
(2) Dra. Zakiyah Tasnim, MA

Storytelling is one of the effective methods in the teaching of English vocabulary. In relation to the idea, the research problem to be investigated was: Is there any significant effect of storytelling on vocabulary achievement of the fifth year students of SD Ta'miriyah Surabaya in the 1999/2000 academic year? The objective of the research was to prove whether storytelling is able to improve the vocabulary achievement of the fifth year students of SD Ta'miriyah Surabaya in the 1999/2000 academic year. There were four data collection methods used, namely: test, interview, observation, and documentation. The collected supporting data were analyzed qualitatively by describing the results of interview, observation and documentation, and the primary data were analyzed statistically by using t - test formula with the significance level of 5%. Based on the results of the data analysis, it was found that the statistical value of t - test was 4,41, while the critical value of t - test table with the degree of freedom 81 was 2,00. Therefore, it could be concluded that there was a significant effect of storytelling on vocabulary achievement of the fifth year students of SD Ta'miriyah Surabaya in the 1999/2000 academic year. In addition, the degree of relative effectiveness was 7,41%, it means that the teaching of storytelling can increase the students' vocabulary. Therefore, it is suggested to the English teacher to use storytelling in teaching English vocabulary, so that the students have better achievement on their vocabulary.

Key Words : storytelling, vocabulary achievement

I. INTRODUCTION

I.1 The Background of the Research

The teaching of English to young children has become important, in recent years. In Indonesia, English is taught at the level of elementary school as a local content subject that is started from the fourth up to the sixth grade by considering whether it is important or not for the school. (Curriculum for Basic Educational: 1993)

In spite of the hard effort that elementary school students will face in learning English, there are still a lot of sufficient interesting experience for them during studying English in their early age without being compelled. Children cannot be constrained when they learn language, especially their first foreign language. In relation to the idea Goodman, in Laksmi (1997 : 3) states:

“Children are naturally motivated to learn language by their need to communicate with others, their families at home, their peer at the playground, their schoolmates and teachers at school, etc. It is with the language that they learn about the world in order for them to survive. Therefore, children must be constant intimate communication with other human beings and language is the key to communication.”

In line with this Soto (1991: 71) states that young children need time to acquire, explore and experience the second language learning. In brief, the teacher must be able to read the condition of children in order to avoid the boredom, the pressures of rushing and pushing out.

Concerning with the children who are easy to be bored, the teaching material should be presented by using techniques that can make them enjoy learning (Soemardono, 1984 : 4). Before deciding to teach English in Elementary schools the teachers must formulate the instructional objectives, strategies, selecting the appropriate materials and media as their priority so that the effectiveness of teaching

learning will be achieved. Moreover, by focusing attention, mainly on the effective application of teaching English at elementary school students, there are some problems may appear concerning with the goal and the objective, instructional material teaching technique, and media (Suyanto,1995 : 2). The statement shows that preparing the material, technique and media before teaching English is quite important to lead the teaching learning process and to avoid the boredom.

Teaching English at the elementary school needs a technique which can embody the material to be learned and remembered in tasks that make sense and more meaningful to the children (Brumfit , et. al., 1991 : 6). The material for the elementary school must be of the students' interest and accompanied by interesting media like puppets, pictures, charts, mask, sound, etc. In order to motivate the children in learning English.

According to Hennings (1997 : 177) oral activity related to stories increases children's ability to use language effectively. It is supported by Wright (1995 : 61) that stories are motivating rich in language experience and inexpensive. In addition, Magdalena (1996 : 9) states that teaching English for children is more effective by telling stories than teaching them by memorizing vocabulary and tenses. It means stories can bridge the children thought and imagination that enrich their language experience, as well as their vocabulary.

Furthermore, Brown (1987 : 53) says that children do not pay attention much more on language rules and systems. In other words children are unfavorable in something monotonous and standard rules without any other interesting technique. Meanwhile, Zaro and Salaberi (1995 : 9) states that a good selection of stories that arouse the interest of the learners is an essential ingredient to the success of the story telling as a whole. Further, Brian (1995 : 96) states that the pictures accompanying a story convey more about the characters that may appear at first glance. From this, teacher has an opportunity of guiding the child's thought in the process of self-building by giving them interesting story with the nicest pictures on it.

Storytelling will increase the students' English vocabulary. To support this idea, Hatchett (1956 : 97) says that through telling and sharing stories the vocabulary can grow. This is because, the students are involved in the story by paying attention to the teacher's gestures, mimic, and intonation of the voice and the media used by the teacher. There will be no feeling of fear of them when learning English, especially through storytelling.

Based on the background, the researcher is willing to conduct research entitled THE EFFECT OF STORYTELLING ON VOCABULARY ACHIEVEMENT OF THE FIFTH YEAR STUDENTS OF SD TA' MIRIYAH SURABAYA IN THE 1999/2000 ACADEMIC YEAR.

I.2 The formulation of The Research Problem

Related to the background above, the research problem of the study is formulated as follows: Is there any significant effect of storytelling on vocabulary achievement of the fifth year students of SD Ta'miriyah Surabaya in the 1999/2000 academic year?

I.3 Operational Definition

An operational definition will provide a guideline to understand the concepts and indicators of the study that enable both the writer and the readers to get mutual understanding of the concepts that are being studied. The term that are necessary to be defined are: Story telling and Vocabulary Achievement.

I.3.1. Story Telling

Story telling is a term used to describe the stories told orally to groups of children in libraries and other institution (Carpenter, 1993: 79). The definition of the word "Pictures" according to Hornby (1995 : 871) is account or description of something that enables one to form a mental picture or impression on it.

Thus, story telling in this thesis is a description about story that is done by the teacher and accompanied by pictures based on the topic that enable to impress the group of children when it is told to them orally.

I.3.1 Vocabulary Achievement

Hornby (1995 : 1331) defines vocabulary as a total number of words that an individual has known. Achievement is a student performance in a course quality and quantity of a student's work during period given (Webster, 1981:16).

Based on the explanation above, vocabulary achievement in the title of this research is the quality and quantity of a student's total number of words that s/he has known after attending the English class, and it is demonstrated by the scores of vocabulary test covering the material of nouns, adjectives, and prepositions.

I.4 The Objective of the Study

The objective of conducting this research is to know whether there is a significant effect of storytelling on the vocabulary achievement of the students of SD Ta'miriyah Surabaya in the 1999/2000 academic year.

I.5 The Significances of the Study

The results of this research are hopefully to be beneficial for the English teacher, the students, and the next researcher.

I.5.1 The English Teachers

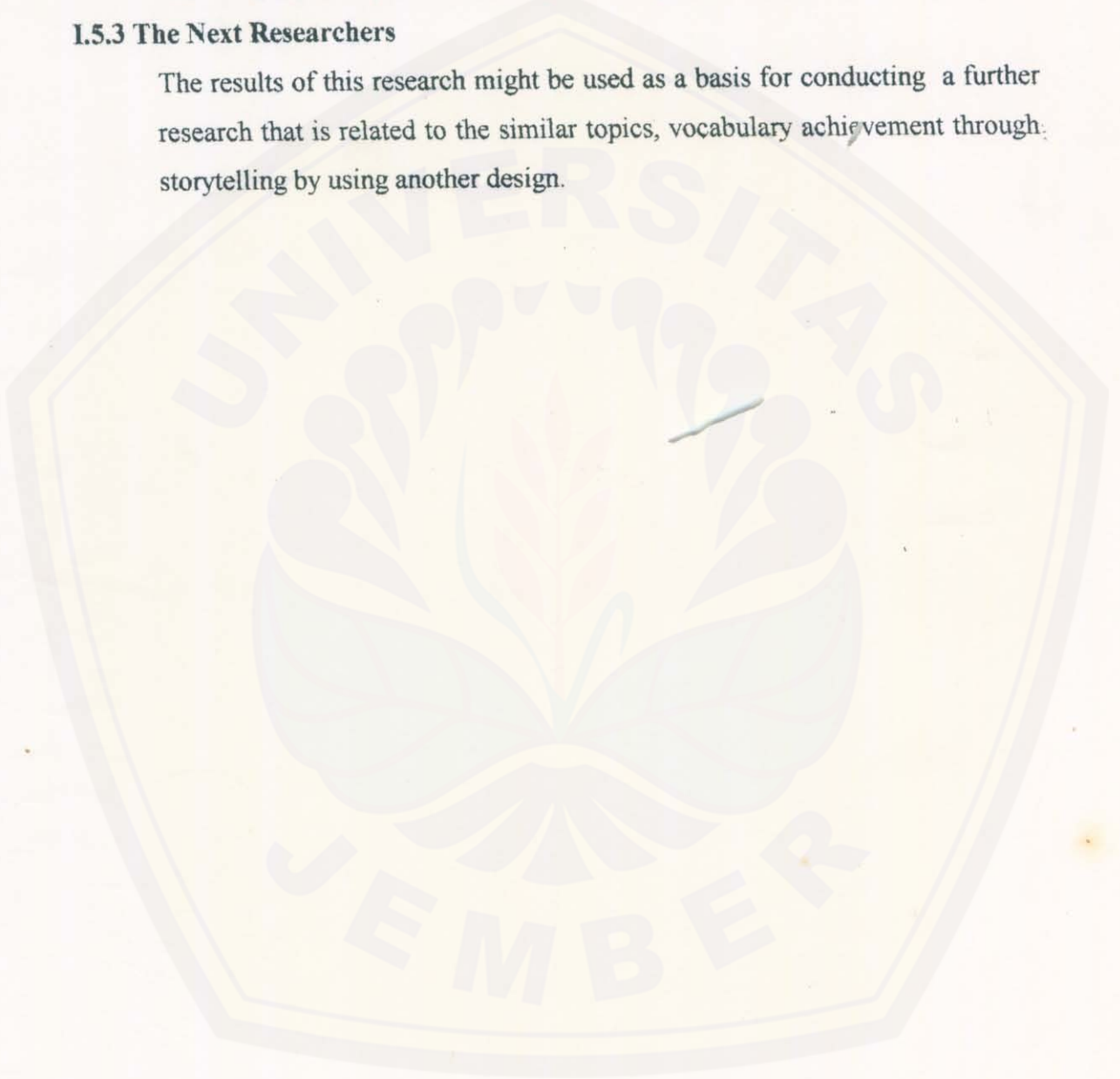
The results are useful for the teacher to encourage him/her to create an effective ways in teaching English based on the condition of his/her classroom environment by using storytelling as an alternative.

1.5.2 The Students

The results are useful for the students to motivate them to ascend and develop their vocabulary without being compelled and frighten, and help them reduce their inequity of experiences in English to adjust to later school demand.

1.5.3 The Next Researchers

The results of this research might be used as a basis for conducting a further research that is related to the similar topics, vocabulary achievement through storytelling by using another design.





II. REVIEW OF RELATED LITERATURE AND HYPOTHESIS

2.1 Storytelling with Pictures

Presenting storytelling will be helpful for the children when we use pictures. It is supported by Dale (1963 : 260) that by hinging a number of related pictures together we can tell a continuing story. Furthermore, Hatchett (1956 : 175) says that children like to look at attractive, easy picture books in preceding stage and will choose stories for the teacher to tell to them. It means that pictures can be a source of delight for a child, to make them realize that pictures stands for actual objects.

In this case, Tidyman (1969 : 217) explains that the experiences of hearing, seeing, touching, turning pages, examining pictures, observing the printed symbols of language, and usually commenting on those elements found interesting are essentials in children's initiation to literature. Moreover, he adds that picture can be used to stimulate the children's direction of thinking, the mood. In addition, Tidyman (1969 : 218) notes that appropriate words and phrases can lay the basis for the pupils' own effort to continue the story.

Based on the explanation above, it can be concluded that picture is an effective media to stimulate children in conducting storytelling. It means that by showing picture to the children will hopefully involve them in the story and develop their new perception in learning language, especially their vocabulary.

2.1.1 Storytelling

Fisher and Terry (1977 : 162) say that storytelling is one of the few kinds of talk done by the teacher that offer experiences with rich, complex vivid language. In addition, Dickson (1998 : 50) says that stories are one way by which we can come to know something of the experiences of others. Moreover, Maxine Green in Dickson

(1998 : 50) tells that narratives in story are the means by which we gradually impart meaning to the events of our lives.

Leona and Marshar in East (1996 : 6) explain that stories speak to our feeling in an unforgettable way. In line with this, Wallace (1996 : 17) explains that stories can transport us to other worlds, and make children completely enthralled by a storyteller with a tale to tell. Then Walsh in Dickinson, 1994 : 136) describe that story has a significant place in the development of children's language literacy skills as well as their psychological and educational development. It can be concluded that story is a great media that can be used in the teaching learning English, including vocabulary.

According to Pillon (1978 : 10), everyone loves to hear a story children most of all. Then, he adds that stories are useful tool in linking fantasy and the imagination with the child's real world. It is supported by Cooper and Collins in Hennings (1997 : 177) that storytelling create for our listeners a sense of mystery, of wonder, of reverence for life. In line with this idea, Halliwell (1992 : 7) adds that children are delight in imagination and fantasy, they test out the version of the world through fantasy. Further, Kasbolah (in Patricia, 1998 : 44) states that telling story is motivating, giving fun, imaginations, useful tool in linking fantasy and the imagination with children's real world.

Moreover, McBride (1998 : 69) describes that young children love stories. They gulp them down whole and want more, even repetition of the same story. Further, he explain that their mantra is a plaintive "*Tell me another*". In line with this idea, Ellis and Brewster (1991 : 1) argue that children enjoy stories over and over again. Therefore, by telling the story to children again and again, that certainly conform to the child's real world can build their fantasy and imagination.

Furthermore, storytelling is an essential tool to develop vocabulary. It is supported by Blain Ray in Marsh (1999 : 1) who provides the critical vehicle-storytelling to utilize and expand acquired vocabulary by contextualizing it in high interest stories which students can hear, see, act out, retell, revise and write.

In conclusion, storytelling has an essential power to develop children's language and acquire a wide vocabulary as well as their psychological and educational development.

2.1.2 Guidelines for Storytelling

According to Bryant (1973 : 67) there are some guidelines for storytelling as follows.

1. Choose story you like, your enthusiasm for the story is critical.
2. Tie storytelling to various holidays and to topics studies at the time: for example, Stories about Columbus, St. Valentine, Christmas or Chanukah, Stories from other lands, Betsy Ross and the flag, etc.
3. Invites others as guest storytellers.
4. Avoid stories you cannot paraphrase, because forgetting can shake your confidence.
5. Do not try to memorize a story verbatim.
6. Visualize characters and setting in your mind so you can describe them as though you had seen them.
7. If you need to, jot down details or an outline on cards, you can hold in your lap. However, do not read from them.
8. Plan in advance ways you can lengthen or shorthen a story depending on time and your audience.
9. Practice your story before you deliver it, either in front of mirror or to other people.
10. 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, and use this device every time.
11. Practice varying your voice to convey mystery, excitement, anger, etc.
12. Look directly at the faces of your audience.
13. If you use props or puppets, keep them simple; check them over before you begin.

Moreover, we should pay attention on what children's need in storytelling. Here are some of the child needs in storytelling that we should come to recognize and work toward are the development of these abilities based on Hatchett (1956 : 181).

1. To select a story to tell that will bring pleasure to others.
2. To listen attentively and with appreciation to the stories of others.
3. To express themselves intelligently and with poise before an audience.
4. To evaluate their storytelling experiences.
5. To tell event in proper sequence.
6. To bring out action in the beginning sentence.
7. To use picture words and phrases.
8. To use a good closing sentence.
9. To make the voice express the meanings and feelings intended.

From the ideas above, it is hoped that teacher can direct the children as well as conform to children's need and their characteristic. The teacher has to prepare well before conducting storytelling, so that the children are interesting, exiting and enjoyable.

2.1.3 Selecting the Material of Storytelling

There are some considerations that must be taken in selecting the materials. They are explained as follows.

- a. Choose stories which relate to the target areas in the syllabus (size, physical, description, clothes, etc) to areas of language (vocabulary, pronunciation, grammar) and social cultural aspects (food, social norms, etc).
- b. Choose stories of interest not only to tell the class but also to yourself too as you are the person who is going to tell the story. In general, if you are interested in the story you will tell it better.
- c. Choose activities, which best support, the story and not vice versa.
- d. Avoid overly long or dense stories if you intend to tell them to the class face to face, limit the story to ten minutes, telling time, including the use of gestures or visuals.

Furthermore, Huck in Agustini (1997 : 12) suggests five criteria for selecting books for children.

1. The book should meet the criteria for fine writing.
2. The content of materials selected should also be evaluated in terms of appropriateness for the children who will use them.
3. The books should reflect the need and interest of the children who are use them.
4. The needs of the school curriculum should be considered.
5. The book collection should be maintaining a balance including fiction and non-fiction, realistic and fanciful stories, materials to read for children, etc.

To conclude, the storytelling must be in the simple plot, few characters, appropriate with children's age, in the right length, familiar or culturally appropriate, repetition of key words, variety of useful activities, and it relates to the target areas in the curriculum

2.2 The Characteristic of Young Language Learners

According to Dunn in Pender (1985), young children differ in temperament and over exposure to an activity lead to boredom. However, a great deal of trial and error takes place when a young child acquires a second language (McLaughlin, 1984). Moreover, Soto (1991:70) clarifies that young children progress at their own rate and persist until the skill is mastered. Thus, In acquiring a second language for children need a special treatment and based on the children capability in order to overcome the boredom.

Meanwhile Filmore in Soto (1991: 70) suggests that learners' characteristics contribute substantially to differentiate second language learning but the relationships between learner characteristics and outcomes is not simple. Then he adds that no one characteristic can determine language learning because certain variables such as situations, input, and interactions are also important.

In addition, Scott and Ytreberg (1994 : 3-4) state that children of ten are relatively mature children with an adult side and a childish side. Further, Scott and Ytreberg list the following characteristics of the eight to ten years old children,

1. Their basic concepts are formed. They have decided views of the world.
2. They can tell the differences between fact and fiction.
3. They ask question all the time
4. They rely on the spoken words as well as the physical world to convey and understand meaning
5. They are able to make some decisions about their own learning
6. They have definite views about what they like and do not like doing
7. They have a develop sense of fairness about what happen in the classroom and begin to question the teacher's decision
8. They are able to work with others and learn from others.

Based on the opinions above, it can be concluded young learner characteristic is one of the substantial contributions in developing the children's language, due to the fact that they feel happy to learn in an enjoyable situation.

2.3 Vocabulary

Webster (1981:2560) defines vocabulary as a list of words that are usually arranged alphabetically. Furthermore, he defines it as the range of language or collection of words and phrases a person has. In addition, Hornby (1995:1331) says that vocabulary means a total number of words which with rules combining them to make up a language. Therefore, vocabulary is amount of words that is known by an individual in a certain language, including English.

Vocabulary is one of the language components that play an important role in learning a language. If there were no sufficient knowledge of mastering vocabulary, one would not be able to express his idea easily or even to communicate with others fluently. It is supported by Savielle (1976:87) that vocabulary is one of the most significant aspects of language development. In line with this, Cameron (1994 : 34)

claims that words seem to be a basic level category in learning language and in learning about language.

Further, Bloom and Lakey (1978:88) argue that language learning is taken up with learning words. Moreover, Napa (1991:6) says that vocabulary is one of the language components and that no language exists without words. In line with this, O'rouke in Sugianto (1996:15) clarifies that vocabulary is considered as a vital part of each student's life that effect his thought, actions, aspirations, and often his success.

In sum, vocabulary is one of the language components that are essential as a convenient medium for expressing thought and feelings.

2.3.1 Kinds of Vocabulary

William (1970:132) says that vocabulary is divided into two classes the first belongs to large vocabulary called as open classed item and the second belongs to small vocabulary called as closed system item. Open classed item or large vocabulary includes nouns, verbs, adjectives, and adverbs. While prepositions, pronouns, conjunction, articles and interjection are included into closed or small vocabulary.

In this research vocabulary covering nouns, adjectives, and preposition based on the curriculum of the elementary school will be the focus.

a. Nouns

Hornby (1999 : 791) states that noun is a word used to name or identify any class of things, people, places or ideas. Furthermore, there are four kinds of noun in English (Frank, 1972 : 6).

1. Proper Nouns: Mr. John Smith, Holland, Dutchman, Saturday, etc.
2. Concrete or abstract Nouns: flower, girl, beauty, mankind, etc.
3. Countable or noncountable Nouns: one girl, table, iron, coffee, etc.

4. Collective Nouns: crowd, Flock, public, team, group, etc.

b. Adjectives

A.S Hornby (1995 : 15) states that adjective is a word that indicates a quality of the person or thing referred to by a noun. While Frank (1972 : 109) argues that adjective most usual position is before the noun it modifies but it fills other position as well.

Moreover, Thomson (1986 : 33) defines adjective into six kinds.

They are:

- a. Demonstrative : this, these, that, those
- b. Distributive : each, every, either, neither
- c. Quantitative : some, any, little, few, many, one, ten, all, more
- d. Interrogative : which, what, whose, where
- e. Possessive : my, your, his, her, its, our, their
- f. Of quality : clever, dry, golden, fat, good, square, heavy.

c. Prepositions

According to Hornby (1995 : 911) preposition is a word or group of words used before a noun or pronoun to show place, position, time, or method. In line with this, Wushon and Burks (1980 : 288) state that nouns or pronouns always follow prepositions. They usually indicate relationships, such as position, place direction, time, manner, agent, possession, and condition, between their objects, and other parts of the sentence.

Furthermore, they add the use of prepositional phrases convey some specific kinds of information.

- 1. place, position : across, after, among, at, behind, between, in, in front, of, on.
- 2. direction : down, Toward, through, upon, into
- 3. time : about, after, around at, before

4. purpose, reason : for
5. manner or instrument : by, in, like, with
6. identification : at, by, in, on, with
7. possession : of
8. distance : of
9. agent : by
10. material : with
11. quantity : by

2.3.2 Some aspect points of presenting Vocabulary through Storytelling with Pictures

Teaching learning process is the process of transferring knowledge, skills, and attitude. Teaching Learning vocabulary process may be influenced by some factors including the role of the teacher, the role of the students and the material itself.

It is supported by Pasaribu (1983 : 79) who says that:

“The process of transfer may be caused by the skill of the students, the material, it is easier for the students to learn if the material is interesting, efforts and attitudes of the students to learn and the last is the teachers role, it deals with the strategy and methods he used, how he presents the material of vocabulary”.

Furthermore, some of the techniques for teaching vocabulary give effect to the result of learning vocabulary, as stated by Dorothy F. Brown (1974 : 5) that students will know words and meanings if the teacher uses his own habits of learning, in this case, it means the technique he presents the material.

In additions , Haycraft (1978 : 44) says that the teacher, more or less influences the successful of learning vocabulary. He must selects and presents the material as well as possible. In addition, he adds that it is necessary to limit the vocabulary

introduced, because if it is too much, the students will be impeded by the need to absorb of many words.

In relation to the idea, storytelling can be used to introduce a new vocabulary. According to Wright (1995 : 173) story is an excellent way to introduce language that learners are not yet familiar with, as a point of grammar, a function, an area of vocabulary, or pronunciation.

Children like to get their vocabulary mastery in the implicit way since they are not burdened with learning as in formal English class at school. They do it as a matter of enjoyment. In this case adolescent mastering of English vocabulary only in those receptive skills for examples by listening to English story. On the other hand, what children got in receptive skills apparently might not be followed by their progress in productive skills such as writing or speaking.

This situation seemingly proves what Barbara and Gail in Cleaf (1991 : 62) proposed that it is visual to have a far larger passive vocabulary than an active one. Indeed, children got larger vocabulary from listening intensively to English story.

Besides, picture can be applied for increasing student's vocabulary since it presents visual experience. To support the idea, Rinade (1982 : 23) says that:

“Picture describes a simple illustration of objects that can convey a message or more about the objects dealing with people, animal, buildings, action or anything possible that can be presented in. By using picture in the form of card enables the students to get the information easier cause it is more concrete and realistic instead of using verbalism”.

Moreover, Haycraft (1978 : 49) argues that pictures are valuable aids because they present vocabulary in visual context as they clearly visible language.

The following is the example given by Scott and Ytreberg (1994 : 22) of applying picture through storytelling in learning vocabulary is as follows:

“Has anyone seen this boy? He has dark hair and big ears. He is wearing rubber boots and carrying a football. He has a tripped jersey and short trousers”. Put a cross by the right picture.



Following the example, it seems it is a simplified version and may actually be more difficult for learner because of unknown word exist. However, the students can develop their vocabulary. From the example above, at least the students can grasp several new vocabularies as follows :

Nouns

- Boy
- Hair
- Ears
- rubber boot
- football
- stripped jersey
- trousers

Adjectives

- dark
- big
- short

Prepositions

- by
- besides

2.4 Vocabulary Achievement by Storytelling with Pictures

Fisher and Terry (1977 : 162) states that storytelling is important in developing complexity of language and acquiring a wide vocabulary. It means through storytelling can enlarge the vocabulary.

In addition, Haycraft (1998 :15) states that:

“There are many ways of presenting new vocabulary, namely: by giving a context, by describing and defining objects by using mime, by defining opposites and synonyms words, by translating, by showing pictures, by conducting words games”.

It is clear that by using storytelling with pictures can use to expand their vocabulary.

In learning foreign language for the children is easier when they heard from it told, as Scott and Ytreberg (1992 :125) explain when the pupils start to learn a foreign language, it through their ears and what the pupils hears are their main source of the language. Furthermore, they explain that through facial expression, movement, mime, and pictures as visual back up in learning foreign language can help in listening process.

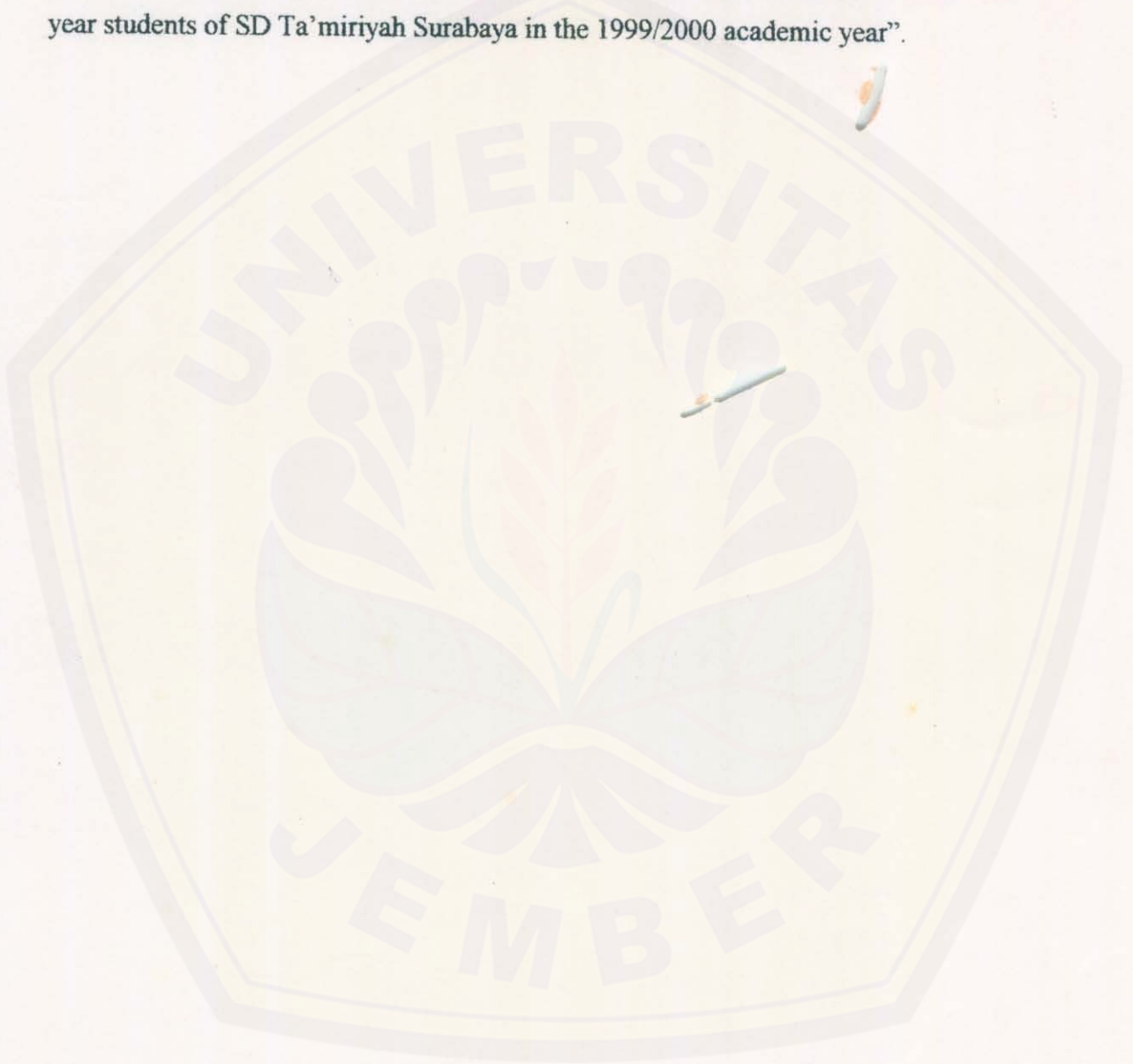
Based on the explanation above, through storytelling that supported by facial expression, gesture, showing pictures and a good story selection that expound the story, the students are hoped can totally grasp the Vocabulary.

In conclusion, it is clear that through storytelling that accompany with pictures the children are empowering in achieving vocabulary . They will feel comfortable, interesting and enjoyable, and the most important they are not bored or even being compel in learning English. It reverses the great complexity of motives in any individual will create delightful class in learning foreign language, especially vocabulary.

2.5 Hypothesis

Based on the literature review, the hypothesis of this research is formulated as follows:

‘There is a significant effect of storytelling on vocabulary achievement of the fifth year students of SD Ta’miriyah Surabaya in the 1999/2000 academic year’.



III. RESEARCH METHOD

3.1 Research Design

This is an experimental research. Hadi (1995: 442) describes simple randomized design or S-R pattern as a limited population or sub-population which is directly selected the subjects into an experimental group and a control group at random. In this research, the simple randomized design or S-R pattern is used. It means that there are two groups in this research design, one class as the experimental group and the other one as the control group. In accordance with the research design, the writer gives a certain treatment intentionally, first the writer used the pretest scores to determine which class belongs to the experimental group which is taught with storytelling, and the control group, which is taught without storytelling. In this case, class VA as a control group and class VB as an experimental class.

After deciding the groups, the next step is giving treatment by teaching storytelling to the experimental group and without teaching storytelling to the control group. These two groups are compared in their vocabulary test scores to know whether there is a significant effect of teaching English through storytelling on the students' vocabulary achievement. The data will be analyzed statistically by using t-test to know the significance of mean difference of these two groups.

3.2 Area Determination Method

Determining a research area is an important step conducting a research. Hadi (1996: 226) states that a research is of course not conducted anywhere and everywhere but in a certain place, a research only can be done in a limited place.

Concerning with the idea above, **purposive method** is used to determine the research area. So, SD Ta'miriyah is chosen to conduct this research. The basic reason of choosing this school is because the school is near to the researchers' house. Besides, the researcher already got the permission from the principal to conduct the research.

3.3 Respondent Determination Method

In conducting the research, it is important for the researcher to get appropriate data. The data must be obtained from reliable resources such as, respondents. Actually, there are two kinds of methods to determine the respondent, they are the sampling method and the population research method. As Arikunto (1996:120) states that if the subjects are less than 100 persons, it is better to take all of them, so the research is a population research. On the contrary, if the subjects are more than 100, the sample can be taken of 10% up to 15% or 20% up to 25% or more of the population. In this research **population research method** was applied.

Accordingly, the entire respondents were taken, since the number of the fifth year students of SD Ta'miriyah Surabaya was less than 100 students.

3.4 Data Collection Methods

Collecting data is also an important step in a research, since the research itself will be conducted by analyzing the data collected. Some methods of collecting the data were applied to obtain the primary and the secondary data. Vocabulary scores were used as the primary data and other information related to the research used as the secondary data. Relating to this, the methods of collecting the data are test, observation, interview, and documentation.

3.4.1 Test

A test is a formally prepared device used to measure students' abilities, achievement, or interests (Cleaf, 1991). Arikunto (1996:138) argues that test is a series of questions or exercises or other instruments used to measure the skill, knowledge and intelligence, ability of individuals or groups.

In this research, the researcher uses achievement test to know the student's vocabulary achievement. It is supported by Alderson (1987:4) that states an achievement test measures a student's success in learning some specific instructional content, and is given after the instruction has taken place.

The test in this research concern on McMillan argumentation (1992:104) about the importance of its validity and reliability in doing test. Here, the researcher uses content validity. As Hughes (1996:22) asserts that test is said to have content validity if its content constitutes a representative sample of a language skill which it means to be concerned. He also adds that a valid data test must provide consistently accurate measurements and it must therefore be reliable. Based on the idea, since the test that has already valid, the researcher does not need to establish the reliability of the test.

In addition, the writer gave the material to the students and does the test based on the material given, such as nouns, adjectives, and prepositions. So, the teacher makes the tests. Furthermore, Objective tests were used, such as multiple choice and cloze procedure in her test since the marking process is totally objective.

3.4.2 Observation

This research uses observation method to collect the supporting data, especially about the students in learning English through storytelling on vocabulary achievement or the teaching learning process that is held. Shohamy (1989:162) says that the main use of observations is for examining a phenomenon or a behavior while it is going on. Furthermore, Arikunto (1996 : 146) states there are two kinds of observation . They are nonsystematic and systematic observation. Nonsystematic observation is conducted without having any instruments while systematic observation is conducted by using a guidance as the observation instrument, which consist of a list of activities that will be observed.

In this research, the researcher applied systematic observation to observe the English vocabulary in teaching learning process and the use of storytelling that accompany with pictures as media.

$$t = \frac{Ma - Mb}{\sqrt{\left\{ \frac{\sum Xa^2 + \sum Xb^2}{na + nb - 2} \right\} \left\{ \frac{1}{na} + \frac{1}{nb} \right\}}}$$

Note:

Ma = Mean of Experimental Group (Group A)

Mb = Mean of Control Group (Group B)

xa = Individual Score Deviation of Ma (Group A)

xb = Individual Score Deviation of Mb (Group B)

na = The number of Subject of Group A

nb = The number of Subject of Group B

The degree of freedom is:

$$Df = na + nb - 2$$

(Adapted from, Sutrisno Hadi, 1995 : 443)

After analyzing the data, the results were consulted to the t - table with the significance level of 5 %.

IV. RESEARCH RESULTS AND DATA ANALYSIS

Based on the investigation held at SD Ta'miriyah Surabaya on May 25th 2000 up to June 24th 2000, the primary data and secondary data were collected. The secondary data was obtained through interview, observation and documentation, and the primary was gained from the vocabulary test results. In addition, the data analysis and the discussion of the results are presented in this chapter.

4.1 The Result of Interview

Interview was conducted to obtain the supporting data about the implication of the 1994 local content curriculum dealing with the method and the compulsory book that was used in the teaching learning process.

Based on the information of the English teacher, the English teaching learning process is indeed based on the 1994 local content curriculum, and he said that basically, it is taught from the fourth up to the sixth grade students. However, English is taught to the first grade up to the third grade as well by using the syllabus made by their own institution.

In teaching structure, the teacher applied Grammar Translational Method. For teaching vocabulary, he has shown the real objects and drilled. When teaching reading, the teacher translates the reading text. Moreover, he asks the students to practice the dialogue when teach speaking.

The teacher adds that the compulsory books used in teaching English to the fifth year students were "Let's start English for beginners" by PT. Erlangga, "Let's Practice English " by PT. Grasindo. Moreover, the teacher uses workbook or 'LKS' by PT. Media Mandiri Surabaya as the supplementary book. The teacher also uses other compulsory books for elementary schools from foreign countries. The teacher modifies the materials based on the students' needs.

4.2 The Results of Observation

Observation was conducted to observe the English teaching learning process, especially on vocabulary of SD Ta'miriyah Surabaya in the 1999/2000 academic year. The teacher used the techniques that are suited with the materials that is presented in the textbook.

First, the teacher read the text, and then the student read it altogether. After reading the text the teacher gave the translation of difficult words and explained the vocabulary that did not write in the book or based on the student questioned. In addition, the teacher would give the tasks of the material that is provided in the book in oral and written form. In teaching speaking, the teacher would read the dialogue, then explained it what the dialogue telling about, mostly in English about 65 % and 35% in Indonesian. Moreover, the students read the dialogue in pairs or in-groups. While in teaching structure, the teacher used GTM (Grammar Tranlational Method) when he explained structure mostly in Indonesian. In the last of lesson, the teacher concluded the material that was given by pointing out and writing them on the blackboard, or asked the student to do the task in 'Buku Soal' as their homework.

4.3 The Result of Documentation

Documentation were used to get the supporting data about the brief history of the school, the total number of the fifth year students, the list of the respondents, the school personnel, the facilities of SD Ta'miriyah Surabaya in the 1999/2000 academic year.

4.3.1 The Brief History of SD Ta'miriyah

According to the headmaster, SD Ta'miriyah Surabaya was built on the 4th January 1976. It is administered under protection of Ta'mirul Masjid Kemayoran foundation Surabaya that affiliates to the National Education Department.

Consequently, the existence of SD Ta'miriyah is independent. This school is general school that have nuance of Islam. Accordingly, the lesson of Islam is enriched. In addition, It is located at Jl. Indrapura no.2 Surabaya.

4.3.2 The Total Number of the Fifth Year Students

There were two classes of the fifth year students. They were divided into, class VA, that consisted of 40 students and class VB that consisted of 43 students. Therefore, the total number of the fifth year students was 83 students. The number of the fifth year students was presented below :

Table 1. The Number of the Fifth Year Students

Class	Gender		
	Male	Female	
V A	20	20	40
V B	25	18	43
Total			83

4.3.3 The Names of Respondents

The Respondents of this research were VA and VB in the third "cawu" of the 1999/2000 academic year. Both of these classes were used as respondents of this research. Then, the two classes were classified as an experimental group and a control group. In this case, the two classes were homogeneous. According to the English teacher, there is no special treatment class in the teaching learning process between the fifth year students of SD Ta'miriyah Surabaya. The names of the respondents could be seen on Appendix 7.

4.3.4 The Personnel of SD Ta'miriyah Surabaya

Based on the document of SD Ta'miriyah Surabaya, the personnel consist of the headmaster, the vice headmaster, 29 teachers, and 8 employees. The school personnel could be seen on Appendix 8.

4.3.5 The Facilities of SD Ta'miriyah Surabaya

SD Ta'miriyah provided facilities to support the teaching learning process in the classroom or outside the class. The facilities consist of the headmaster's room, teacher's room, classrooms, administration and staff room, library, laboratory, field, sport aids, Pramuka, toilets. Besides the rooms, the school also gives a kind of conversation writing in English that is nailed down on the board and it is regularly changed.

4.4 The Results of the Test

The primary data were gained from the vocabulary test results. The vocabulary pre-test was given to know the homogeneity of the population, before they were given the treatments. Next, after the students were given the treatment, the teacher gave the vocabulary post-test to get the results. Then the results were analyzed to know whether or not there is any significant difference of means between the experiment group and the control group.

4.4.1 The Result of Pre-test

Pre-test was given to the existing classes of the fifth year students before the respondents had any treatments. This test were given to the both of classes, class VA and class VB. The results of pre-test were analyzed by using t-test formula, and consulted with t - table at significant level of 5 % to know the homogeneity of those groups. The results of the data analysis were found as follows.

Table.2 The Tabulation of Pre-test Scores of Class VA and Class VB

NR	Class VA	xa^2	Class VB	xb^2
	Pre-test		Pre-test	
1	2	3	4	5
1	56	3136	76	5776
2	76	5776	64	4096
3	68	4624	80	6400
4	78	6084	58	3364
5	74	5476	56	3136
6	30	900	84	7056
7	64	4096	74	5476
8	66	4356	70	4900
9	60	3600	48	2304
10	52	2704	62	3844
11	64	4096	66	4356
12	58	3364	64	4096
13	68	4624	54	2916
14	54	2916	78	6084
15	58	3364	80	6400
16	50	2500	50	2500
17	46	2116	54	2916
18	78	6084	52	2704
19	54	2916	48	2304
20	66	4356	68	4624
21	58	3364	68	4624

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the continuation

22	60	3600	72	5184
23	64	4096	72	5184
24	56	3136	74	5476
25	70	4900	62	3844
26	62	3844	68	4624
27	74	5476	68	4624
28	76	5776	68	4624
29	36	1296	54	2916
30	52	2704	58	3364
31	64	4096	64	4096
32	72	5184	72	5184
33	66	4356	36	1296
34	64	4096	60	3600
35	58	3364	72	5184
36	44	1936	64	4096
37	60	3600	74	5476
38	70	4900	58	3364
39	62	3844	74	5476
40	46	2116	88	7744
41	-	-	48	2304
42	-	-	54	2916
43	-	-	52	2704
Σ	2434	152772	2766	183156

Based on the tabulation above, the statistical calculation using t-test formula as follows :

a. Calculating the mean of class VA.

$$\begin{aligned}Ma &= \frac{\sum Xa}{na} \\ &= \frac{2434}{40} \\ &= 60,85\end{aligned}$$

b. Calculating the mean of class VB.

$$\begin{aligned}Mb &= \frac{\sum Xb}{nb} \\ &= \frac{2766}{43} \\ &= 64,33\end{aligned}$$

c. Calculating the individual scores deviation square of Ma.

$$\begin{aligned}\sum xa^2 &= \sum Xa^2 - \left(\frac{\sum Xa}{na} \right)^2 \\ &= 152772 - \left(\frac{2434}{40} \right)^2 \\ &= 152772 - \frac{592435}{40} \\ &= 152772 - 148108,9 \\ &= 4663,1\end{aligned}$$

d. Calculating the individual scores deviation square of Mb.

$$\begin{aligned}
 \sum xb^2 &= \sum Xb^2 - \left(\frac{\sum Xb}{nb} \right)^2 \\
 &= 183156 - \left(\frac{2766}{43} \right)^2 \\
 &= 183156 - \frac{7650756}{43} \\
 &= 183156 - 177924,56 \\
 &= 5231,44
 \end{aligned}$$

e. Calculating the t - test.

$$\begin{aligned}
 t &= \frac{Ma - Mb}{\sqrt{\left\{ \frac{\sum Xa^2 + \sum Xb^2}{na + nb - 2} \right\} \left\{ \frac{1}{na} + \frac{1}{nb} \right\}}} \\
 &= \frac{60,85 - 64,33}{\sqrt{\left\{ \frac{4663,1 + 5231,44}{40 + 43 - 2} \right\} \left\{ \frac{1}{40} + \frac{1}{43} \right\}}} \\
 &= \frac{-3,48}{\sqrt{\left(\frac{9894,51 + 5231,44}{81} \right) (0,03 + 0,02)}} \\
 &= \frac{-3,48}{\sqrt{(122,15)(0,05)}} \\
 &= \frac{-3,48}{\sqrt{6,1075}} \\
 &= \frac{-3,48}{2,47} \\
 &= +1,47
 \end{aligned}$$

f. Calculating the degree of freedom.

$$\begin{aligned}df &= na + nb - 2 \\ &= 40 + 43 - 2 \\ &= 81\end{aligned}$$

In order to know whether the computation result is significant or not, it consulted to the t – table in the degree of freedom of 81 at significant level of 5%. The critical table shows 2,00. Therefore, it can be known that the statistical computation value of t – test was lower than that the critical value of t – table. It means that the vocabulary pre-test abilities of class VA and VB were not significantly different. In other words, the students' vocabulary abilities were homogeneous. As their vocabulary ability was homogeneous, by throwing a coin the writer took class VA as the control group and class VB as the experimental group.

4.4.1 Teaching Learning Process Conducted By The Writer

The teaching learning process was conducted from 25th May up to 24th June 2000. The first meeting was used to take a pre-test for class VA and class VB in order to gain the homogeneity. The results were class VA as the control class and class VB as the experimental class. Then, the writer gave the treatment to the experimental class and control class. Both of the classes were given the same topics, but the treatments were different. The experimental class was treated by storytelling intensively, the control class was treated by lecturing method, as a note, the writer generally used pictures in giving treatment in both of the classes. In this treatment, the writer began with warm up by giving leading question before coming to the topic. For the further detail of lesson plan, the process of treatment and the worksheet can be seen on Appendix 4.

Moreover, the particular treatments done six times of meeting. For each class, the writer gave the treatment consisted of three theme, "Snow's New House, The Kemayoran Mosque, and Animals' Deed. After all, at the last two meeting the writer gave post-test in order to know whether the treatment was effective or not.

4.4.3 The Results of Post-Test

The post-test of vocabulary was given to class VA which was determined as control group, and another was class VB as experimental group. The data that were obtained from post-test were analyzed by using t – test and consulted with t – table to prove the hypothesis. It was used to know whether a significant effect of storytelling on vocabulary achievement of the fifth year students of SD Ta' miriyah Surabaya in 1999/2000 academic year.

Table.3 The Tabulation of Post-test of the Control Group and Experimental Groups

Na	Experimental Group	Ma-Xa	xa^2	Nb	Control Group	Mb-Xb	xb^2
	Xa	xa			Xb	xb	
1	2	3	4	5	6	7	8
1	80,00	4,87	23,68	1	62,75	-0,56	0,31
2	74,00	-1,13	1,29	2	74,25	10,94	119,77
3	89,00	13,87	192,27	3	52,00	-11,31	127,83
4	82,75	7,62	58,01	4	87,00	23,69	561,39
5	60,75	-14,38	206,89	5	74,00	10,69	114,36
6	89,00	13,87	192,27	6	32,25	-31,06	964,49
7	91,00	15,87	251,74	7	70,50	7,19	51,75
8	63,00	-12,13	147,23	8	54,25	-9,06	82,02
9	86,00	10,87	118,08	9	67,75	4,44	19,75
10	74,00	-1,13	1,29	10	79,00	15,69	246,29
11	69,25	-5,88	34,62	11	69,50	6,19	38,36
12	84,00	8,87	78,61	12	53,00	-10,31	106,22

To be continued

The continuation

13	78,25	3,12	9,71	13	78,25	14,94	223,32
14	83,00	7,87	61,88	14	50,00	-13,31	177,06
15	83,25	8,12	65,87	15	52,50	-10,81	116,78
16	60,75	-14,38	206,89	16	58,00	-5,31	28,16
17	75,25	0,12	0,01	17	53,50	-9,81	96,16
18	57,75	-17,38	302,19	18	80,00	16,69	278,68
19	66,50	-8,63	74,54	19	64,50	1,1	1,43
20	52,75	-22,38	501,03	20	72,00	8,69	75,58
21	70,75	-4,38	19,22	21	64,00	0,69	0,48
22	97,75	22,62	511,50	22	58,00	-5,31	28,16
23	94,00	18,87	355,94	23	69,25	5,94	35,33
24	82,75	7,62	58,01	24	69,50	6,19	38,36
25	61,50	-13,63	185,88	25	82,00	18,69	349,46
26	74,50	-0,63	0,40	26	57,75	-5,56	30,87
27	86,00	10,87	118,08	27	70,75	7,44	55,41
28	60,25	-14,88	221,53	28	81,50	18,19	331,01
29	64,75	-10,38	107,82	29	44,50	-18,81	353,68
30	68,00	-7,13	50,89	30	48,50	-14,81	219,23
31	83,00	7,87	61,88	31	63,50	0,19	0,04
32	70,50	-4,63	21,47	32	78,50	15,19	230,85
33	72,00	-3,13	9,82	33	66,50	3,19	10,20
34	64,50	-10,63	113,08	34	62,00	-1,31	1,71
35	81,50	6,37	40,53	35	50,25	-13,06	170,47
36	79,75	4,62	21,31	36	45,50	-17,81	317,06
37	89,50	14,37	206,39	37	58,00	-5,31	28,16
38	65,00	-10,13	102,69	38	74,50	11,19	125,30
39	68,00	-7,13	50,89	39	60,50	-2,81	7,88
40	89,50	14,37	206,39	40	42,25	-21,06	443,37
41	80,00	4,87	23,68				
42	72,25	-2,88	8,32				
43	54,75	-20,38	415,50				
Σ	3.230,75	0,00	5.439,29		2.532,25	0,00	6.206,69
Ma	75,13				63,31		

The calculating of t- test of experimental group and control group is as the following:

$$\begin{aligned}
 t &= \frac{Ma - Mb}{\sqrt{\left\{ \frac{\sum Xa^2 + \sum Xb^2}{na + nb - 2} \right\} \left\{ \frac{1}{na} + \frac{1}{nb} \right\}}} \\
 &= \frac{75,13 - 63,20}{\sqrt{\left\{ \frac{5439,29 + 6206,69}{43 + 40 - 2} \right\} \left\{ \frac{1}{43} + \frac{1}{40} \right\}}} \\
 &= \frac{11,82}{\sqrt{\left\{ \frac{11645,94}{81} \right\} \left\{ 0,023 + 0,025 \right\}}} \\
 &= \frac{11,82}{\sqrt{\left\{ 143,78 \right\} \left\{ 0,05 \right\}}} \\
 &= \frac{11,82}{\sqrt{7,19}} \\
 &= \frac{11,82}{2,68} \\
 &= 4,41
 \end{aligned}$$

Calculating the degree of freedom is presented below :

$$\begin{aligned}
 df &= na + nb - 2 \\
 &= 43 + 40 - 2 \\
 &= 81
 \end{aligned}$$

The computation above shows that the statistical value of t - test is 4,41. This value must be consulted with t - table with degree of freedom 81 and at significant level of 5 %. The critical value of t - table is 2,00.

4.5 Hypothesis verification

Based on the data analysis, the statistical value of t - test, 4,41, is higher than the critical value of t - table 2,00. It means that the null hypothesis that says that there is no significant effect of storytelling on vocabulary achievement of the fifth year students of SD Ta'miriyah Surabaya in the 1999/2000 academic year is rejected. In other words, the alternative hypothesis that states that there is a significant effect of storytelling on vocabulary achievement of the fifth year students of SD Ta'miriyah Surabaya in the 1999/2000 academic year is accepted.

4.6 Discussion and Interpretation

Based on the data analysis, it is known that statistical computation value is 4,41. In addition, the critical value of the degree of freedom is 81 with the significant level of 5 % is 2,00. Therefore, the statistical or the empiric value is higher than that of t- critic. Following the information, it can be concluded that there is a significant effect of using storytelling on vocabulary achievement of the fifth year students on SD Ta'miriyah Surabaya in the 1999/2000 academic year.

Furthermore, the degree of relative effectiveness of teaching vocabulary by storytelling with pictures compared to teaching vocabulary without storytelling is found as follows :

$$DRE = \frac{Ma - Mb}{Mb} \times 100 \%$$

$$\begin{aligned} &= \frac{75,13 - 63,31}{63,31} \times 100\% \\ &= 0,0741 \times 100\% \\ &= 7,41\% \end{aligned}$$

So, the degree of relative effectiveness of teaching storytelling on vocabulary achievement compares to teaching without storytelling on vocabulary achievement is 7,41 %. It means that teaching storytelling is effective in increasing the students' vocabulary

The finding agrees that storytelling is one of the few kinds of talk done by the teacher that offer experiences with rich, complex vivid language (Fisher and Terry, 1977 : 162). In addition, it supports Hatchett's idea (1956 : 97) that through telling and sharing stories the vocabulary can grow. Besides, the results of data analysis also support Walsh in Dickinson (1994 : 136) who says that story has a significant place in the development of children's language literacy skills as well as their psychological and educational development.

Based on the result, the writer found out that by storytelling can develop their vocabulary achievement and it can be concluded that storytelling affect the students' vocabulary achievement.

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Following the data analysis, discussion, and interpretation, it can be concluded that there is a significant effect of storytelling on vocabulary achievement of the fifth year students of SD Ta'miriyah Surabaya in the 1999/2000 academic year.

5.2. Suggestions

Realizing that the research result indicate that there is a significant effect of storytelling on vocabulary achievement on the fifth year students of SD Ta'miriyah Surabaya in the 1999/2000 academic year. Suggestions are intended for the following people .

1. The English Teachers

To encourage them to create an effective way in teaching English based on the condition of their classroom environment by using storytelling with pictures as an alternative.

2. The Students

To motivate them to ascend and develop their vocabulary without being compelled and frighten, and help them reduce their inequity of experience on English to adjust to later school demand.

3. The Next Researcher

The results of this research might be used as a basis for conducting further research that is related to the same topic, vocabulary achievement through storytelling by conducting a classroom action research.

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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
The effect of Storytelling on Vocabulary Achievement of The Fifth Year Students of SD Ta' miriyah Surabaya in The 1999/2000 Academic Year	Is There Any Effect of Story-telling on Vocabulary Achievement of The Fifth Year Students of SD Ta' miriyah Surabaya in The 1999/2000 Academic Year	Independent Variable : Storytelling Dependent Variable : Vocabulary Achievement	1. By giving A Story that Covers : - Noun - Adjective - Preposition 2. The Test scores of Vocabulary Achievement By Storytelling	1. Respondent : The Fifth Year Students of SD Ta' miriyah Surabaya 2. Informants : a. Principal b. The English Teacher c. Administration Staffs	1. Research Design : Simple Randomize Design 2. Area Determination : Purposive Sampling 3. Respondent Determination : Population 4. Data Collection Method : 1. Test 2. Observation 3. Interview 4. Documentation 5. Data Analysis : Statistical Method of t -- Test Formula : $t = \frac{Ma - Mb}{\sqrt{\frac{\sum xa^2 + \sum xb^2}{na + nb - 2} \left\{ \frac{1}{na} + \frac{1}{nb} \right\}}}$ Where : Ma = Mean of Experimental Group (Group A) Mb = Mean of Control Group (Group B) xa = Individual Score Deviation of Ma (Group A) xb = Individual Score Deviation of Mb (Group B) na = The Number of Subject of Group A nb = The Number of Subject of Group B Degree of Freedom : Df = na + nb - 2	There is A Significant effect of Storytelling on Vocabulary achievement of The Fifth Year Students of SD Ta' miriyah Surabaya in The 1999/2000 Academic Year

Appendix 2

Guided of Supporting Data Instruments

Interview

No.	Supporting Data Taken	Data Resources
1.	Do you implement the use of 1994 local content curriculum of English Subject ?	The Principal
2.	What do you used as the compulsory book for the students and the teacher itself ?	The English Teacher
3.	What method that used in English teaching learning process ?	The English Teacher

Observation

No.	Supporting Data Taken	Data Resources
1.	The English Classroom interaction on vocabulary the teaching learning process	The English Teacher and The Students
2.	The using on media (the real object, pictures or storytelling)	The English Teacher

Documentation

No.	Supporting Data Taken	Data Resources
1.	The brief description of SD Ta'miriyah Surabaya.	Documentation
2.	The names of the personnel at SD Ta'miriyah Surabaya.	Documentation
3.	The names of the respondents.	Documentation
4.	The Facilities of SD Ta'miriyah Surabaya.	Documentation
5.	The sketch map of SD Ta'miriyah Surabaya.	Documentation

Appendix 3

Pre-test of Vocabulary

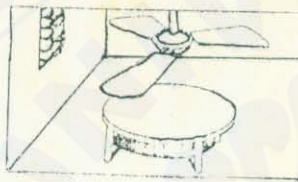
Subject : English

Class : V

Time : 2 X 40'

I. Look at the pictures. Choose the right word, and write out the sentence.

1.



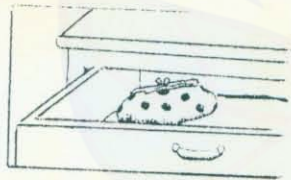
There is a fan (under , above) the round.

2.



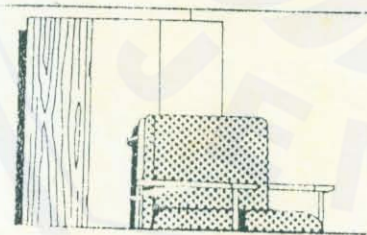
The bicycle (in front of , behind) the shop.

3.



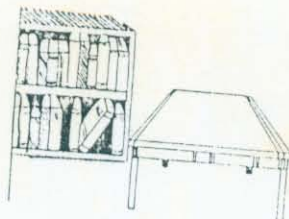
Her purse is (in , above) the drawer.

4.



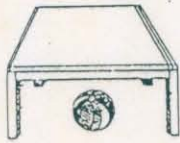
The cupboard is (on , behind) the armchair.

5.



The self is (beside , above) the table.

6.



The ball is (under , behind) the table.

7.



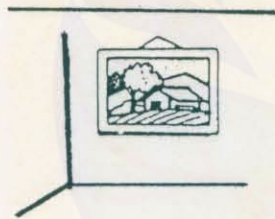
The fish is (in , on) the plate.

8.



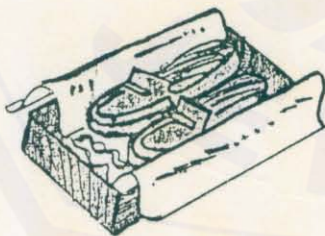
The eggs are (above , in) the basket.

9.



The picture is (on , behind) the wall.

10.



A pair of shoes is (on , in) the box.

II. Put a tick (v) for the correct words.

1. He is...

angry

happy



2. The coffee is.....

hot

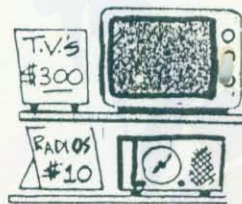
cold



3. The radio is.....

cheap

expensive



4. The boy runs

slowly

fast



5. Her mother is

fat

thin



6. Andy is for school

early

late



7. The sandwich is

bad

delicious



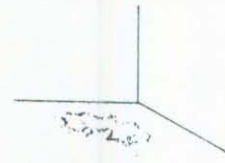
IV. Choose the right word. Write out the sentence or question.

1. There is

Sand	pens
------	------

 on the floor.

.....



2. She gives me a beautiful

cotton	calendar
--------	----------

.

.....



3. The

cheese	oranges
--------	---------

 are sour.

.....



4. The

water	vegetables
-------	------------

 in the pot is boiling.

.....



5. Is there any

spoons	ice
--------	-----

 in the glass ?

.....



6. The

plastic	bottles
---------	---------

 are dirty.

.....



7. The

grass	plants
-------	--------

 needs to be cut.

.....



8. A

camel	cow
-------	-----

 lives in the desert.

.....

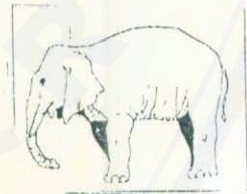


9. an

elephant	rhinoceros
----------	------------

 has a long trunk.

.....



10. A

buffalo	hippopotamus
---------	--------------

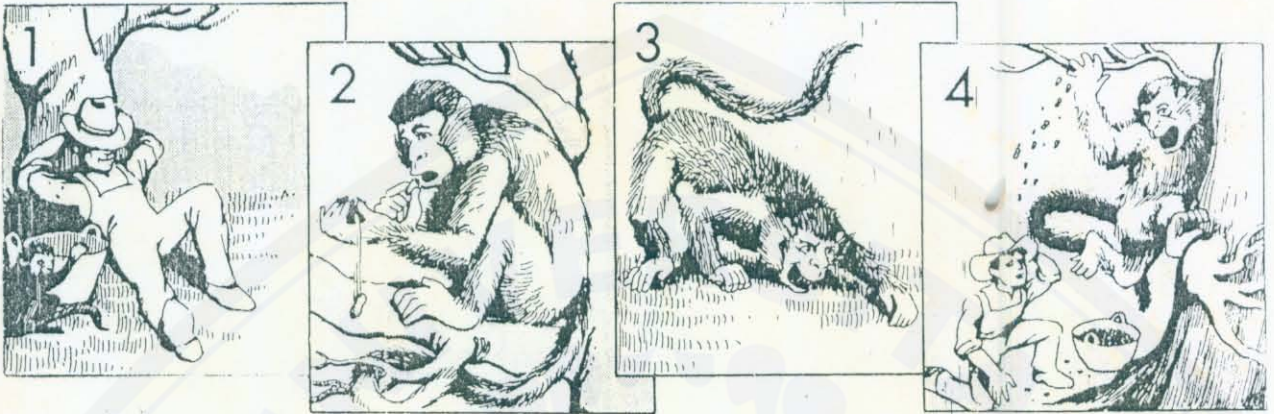
 has very thick skin.

.....



V. Look at the pictures. Complete the story with the right answer.

The Greedy Monkey and The Farmer



- | | |
|---------------|---------------------------|
| a. the farmer | f. under |
| b. a handful | g. the monkey |
| c. greedy | h. a basket of groundnuts |
| d. he | i. The ground |
| e. a tree | j. groundnuts |

A monkey sees a farmer a tree.
..... is sleeping. There is near him.
The monkey takes of groundnuts.
It climbs up to eat them.
Just then, one groundnuts drop to
..... climbs down to look for it.
Suddenly wakes up.
The monkey drops the rest of the
..... and flees up the tree.

Appendix 4

LESSON PLAN *The First Meeting*

I. Lesson Preparation

- a. Lesson Title : Snowy' New House
- b. Lesson Objective : To enlarge the student's vocabulary
- c. Student Level : Elementary School (Grade 5)
- d. Length of Time : 2 X 40'
- e. Teaching Aids or Visual Media : Pictures

II. Classroom Instruction

A. Oral presentation of New Material

1. Fifteen new words
The Students are able to give the meaning of 15 new words.
2. Transformation drills
The students are able to follow drilling process.

B. Reading Presentation

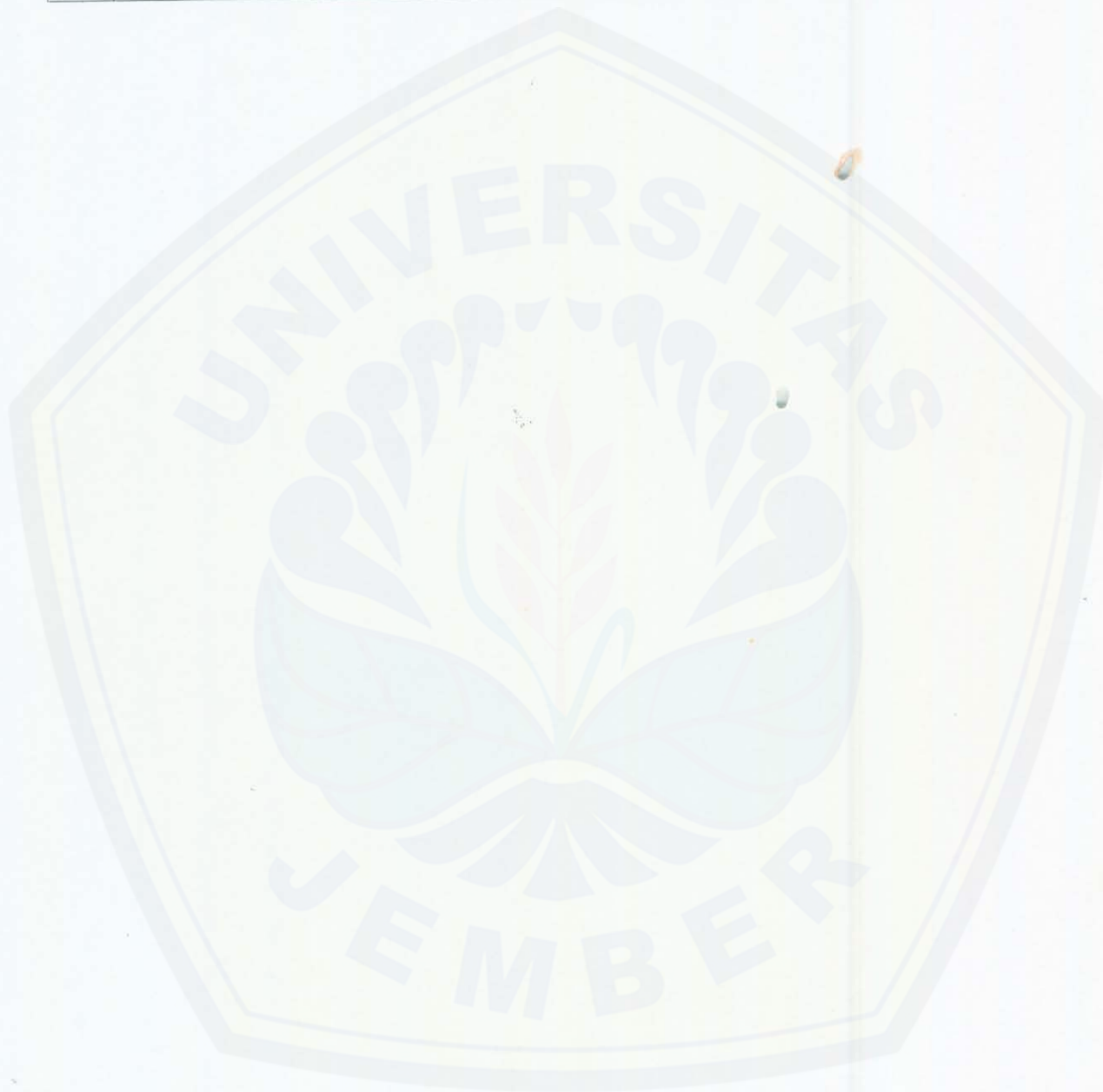
The students are hopefully able to understand the reading text.

III. Steps of Teaching Learning Process

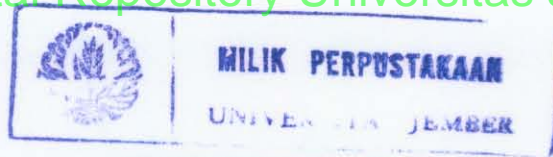
No	Activities		Time
	Experimental Class	Control Class	
I	Introduction		15'
	1. Greeting 2. Warming Up a. Guiding the students to the material by giving leading question. ♣ What kind of animal that can jump, has white fur/hair, has long ear, and similar with mouse ? (Showing pictures of the ear of rabbit, then the whole body . Then	1. Greeting 2. Warming up a. Guiding the students to the material by giving leading question . ♣ Asks the students about kinds of pet. (showing a picture of rabbit).	

	sticking the chart about "Snowy's New House".	
II	Main Activities	55'
	<ol style="list-style-type: none"> 1. Teacher asks the student to pay attention to the pictures and the text given. 2. Teacher tells the story/ the text of Snowy's New House. (Teacher tells story by modificating of the facial, gesture, and voice expression to suit the mood of the story, for example: <i>The rabbit jump into the new house.</i> The teacher shows how to jump into the house pretending that the table is the rabbit house). 3. Teacher gives the example of vocabulary of nouns and pointing out things from the chart such as tin of paint, nails and tells the function of that things. 4. Teacher asks the students to find other kinds of nouns (kt. Benda) from the text. 5. Teacher gives the example of vocabulary of adjectives (kt. Sifat) and prepositions (kt. depan) and showing out from the chart. 6. Teacher asks the students to find other kinds of adjectives and prepositions. 7. Teacher drills the vocabularies. 8. Teacher asks the students to do the task. 	<ol style="list-style-type: none"> 1. Teacher asks the students to look at the picture and text given. 2. Teacher reads the text. 3. The teacher gives the example of vocabulary of nouns from the text. 4. Teacher asks the students to find other kinds of nouns (kt. Benda) from the t xt. 5. The teacher gives the example of vocabulary of adjectives and prepositions from the text. 6. Teacher asks the students to find other kinds of adjectives and prepositions from the text. 7. Teacher drills the vocabularies. 8. Teacher asks the students to do the task.

III	Closing		10'
	1. Teacher reviews the material. 2. Parting	1 Teacher reviews the material. 2. Parting.	



52



SNOWY'S NEW HOUSE



Riza has a pet rabbit. It is small and white. Its name is Snowy. Riza likes Snowy. Riza and Snowy are good friends.

Look ! Riza's father is building a house. It is for snow. Riza is helping his father. There are some pieces of wood, a hammer, some nails, a tin of paint and a brush near them. Do you see all these things ?

Soon, the house is ready. It is small house. Look ! Here comes Snowy. Snowy is going into the house. He is looking at his house. Does Snowy like his new house ? Yes, he does. Snowy likes his new house. He is very happy.

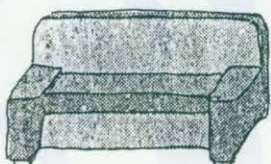
I. Arrange the sentence into correct order.


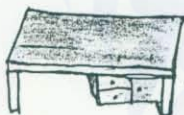
1. The small rabbit is
2. fur The rabbit is white
3. Snowy happy is very
4. Riza are Snowy and friends good
5. house The is small

II. Circle the correct answer based on the pictures.

1. This is my  . It's not big, but I'm happy to live there.
a. house
b. nest

2. "Iwan, check the  said Mr. Hasan. a. mail box
b. tin

3. It's my  . I sleep on it tonight. a. sofa
b. table

4. I put my  on the  . a. book; chair
b. bag; table

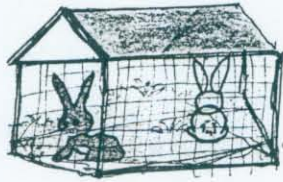
5. This book is very  a. thick
b. thin

6. this mango are  a. big and yellow
b. small and green

7. Mr. Aldo's car is  a. big
b. small

8. The dog is  the tree. a. above
b. under

9. The rabbit



the cage.

- a. on
- b. in

10. The suitcase is



- a. heavy
- b. easy

11. The girl is very



- a. kind
- b. naughty

12. The butterfly is



the cat.

- a. into
- b. above

13. The man is very



- a. tired
- b. fit

14. Ade and Lina are



girls to go to school.

- a. lazy
- b. diligent

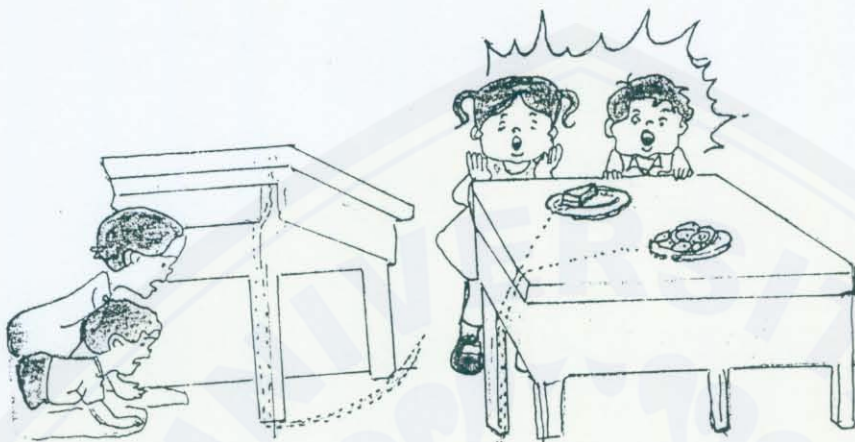
15. It is



weather.

- a. nice
- b. bad

III. Fill the blank in the dialogue with correct word given, in order to tell a story about the pictures.



- Minah : Look, !
Ali : Yes, they're ants.
They're walking in line.
Minah : Some are going to the are coming from the wall.
Ali : Look, they're going up the
Minah : My goodness, they're eating my !
Ali : And my !

wall	biscuits
table	some
small ; black	cake
ants	two

LESSON PLAN
The Second Meeting

I. Lesson Preparation

- a. Lesson Title : The Kemayoran Mosque
- b. Lesson Objective : To enlarge the student's vocabulary
- c. Student Level : Elementary School (Grade 5)
- d. Length of Time : 2 X 40'
- e. Teaching Aids or Visual Media : Pictures

II. Classroom Instruction

A. Oral presentation of New Material

1. Fifteen new words
The Students are able to give the meaning of 15 new words.
2. Transformation drills
The students are able to follow drilling process.

B. Reading Presentation

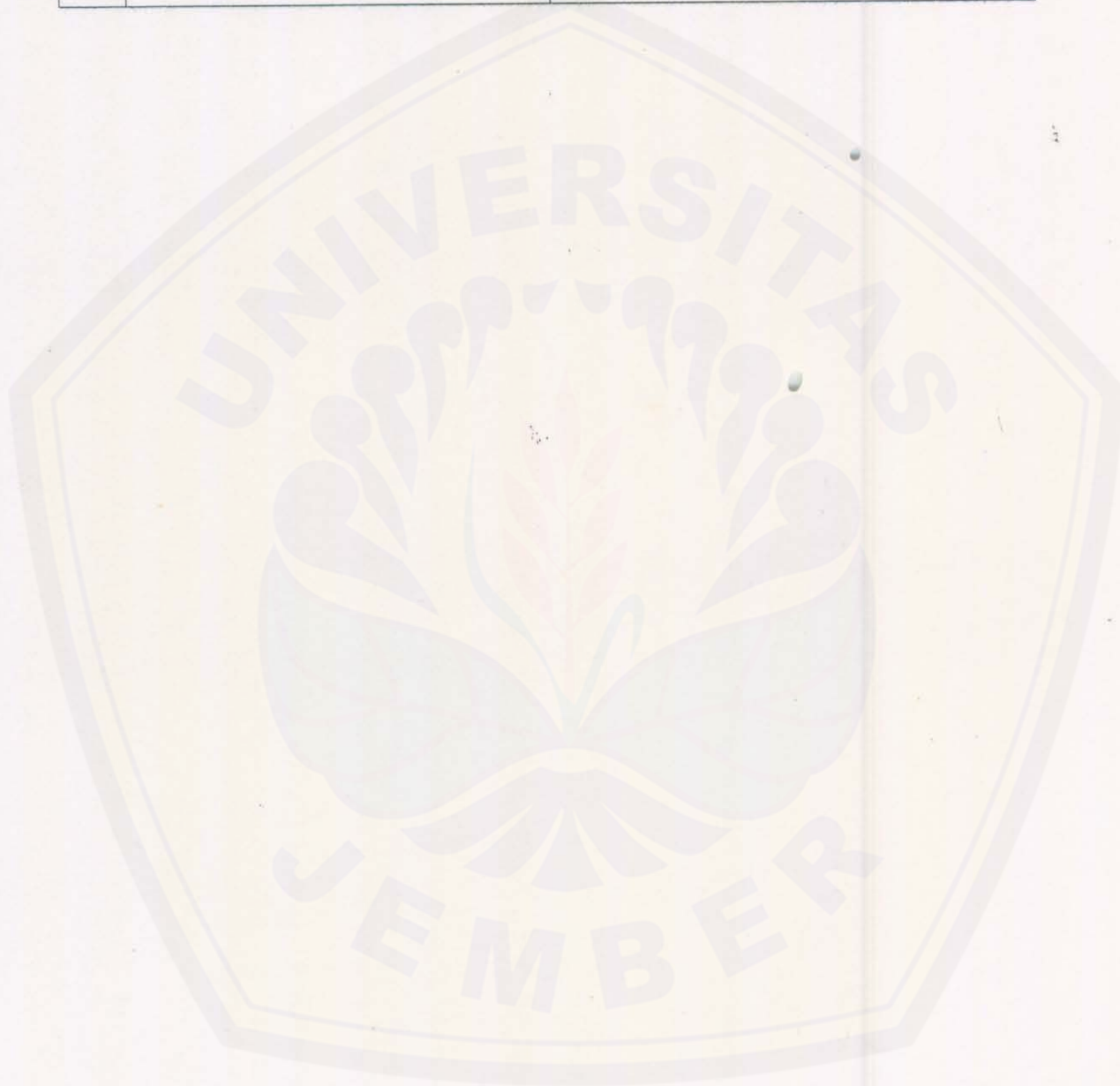
The students are hopefully able to understand the reading text.

III. Steps of Teaching Learning Process

No	Activities		Time
	Experimental Class	Control Class	
I	Introduction		15'
	1. Greeting 2. Warming Up a. Guiding the students to the material by giving leading question. ♣ Where usually the muslims pray ? (Showing pictures of mosque) ♣ There is a mosque beside your school, what is the name of your mosque ?	1. Greeting 2. Warming up a. Guiding the students to the material by giving leading question. ♣ Asks the students about the name of mosque that they know. (showing a picture of mosque). ♣ Who is calling the muslim with adzan before they pray?	

	<p>♣ Who is calling the muslim with Adzanb before they pray? (Gesture and express the voice of adzan)</p>		
II	Main Activities		55'
	<ol style="list-style-type: none"> 1. Teacher asks the student to pay attention to the pictures and the text given. 2. Teacher tells the story/ the text of The Kemayoran Mosque. (Teacher tells story by modificating of the facial, gesture, and voice expression to suit the mood of the story, for example: adzan. The teacher shows how to perform wudlu and sholat/pray). 3. Teacher gives the example of vocabulary of nouns and pointing out things from the chart such as mats, a frame of pray and tells the function of that things. 4. Teacher asks the students to find other kinds of nouns (kt. Benda) from the text. 5. Teacher gives the example of vocabulary of adjectives (kt. Sifat) and prepositions (kt. depan) and showing out from the chart. 6. Teacher asks the students to find other kinds of adjectives and prepositions. 7. Teacher drills the vocabularies. 8. Teacher asks the students to do the task. 	<ol style="list-style-type: none"> 1. Teacher asks the students to look at the picture and text given. 2. Teacher reads the text. 3. The teacher gives the example of vocabulary of nouns from the text. 4. Teacher asks the students to find other kinds of nouns (kt. Benda) from the text. 5. The teacher gives the example of vocabulary of adjectives and prepositions from the text. 6. Teacher asks the students to find other kinds of adjectives and prepositions from the text. 7. Teacher drills the vocabularies. 8. Teacher asks the students to do the task. 	

III	Closing		10'
	1. Teacher reviews the material. 2. Parting	1 Teacher reviews the material. 2. Parting.	

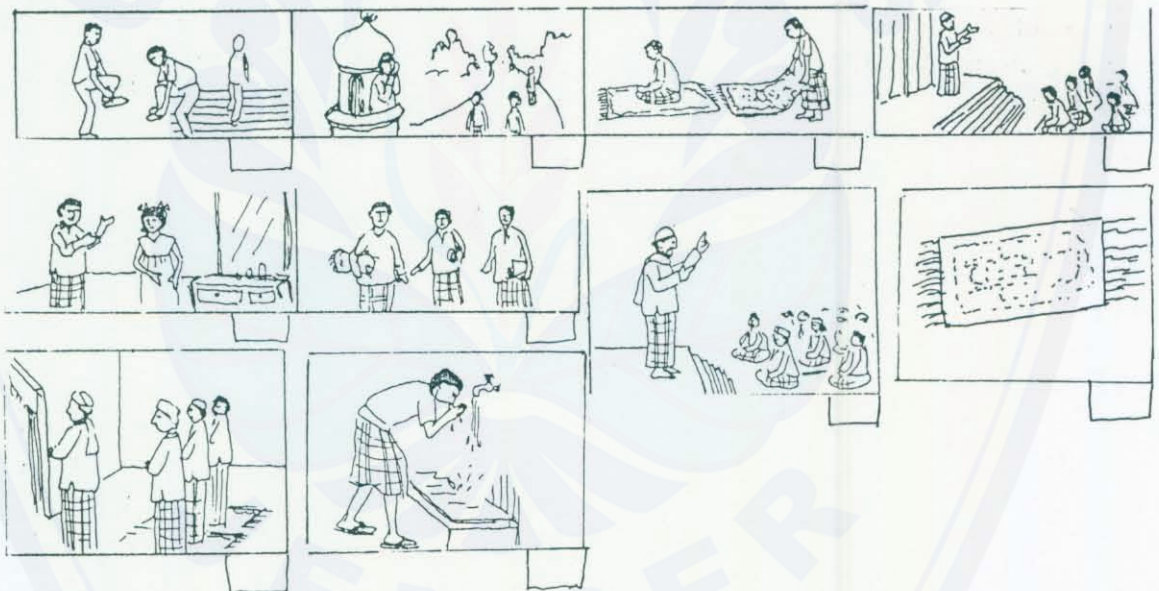


Kemayoran Mosque

In Surabaya there is a big mosque. It is the Kemayoran Mosque. On the walls of the mosque there are prayers in the Arabic Language. Everyday Muslims go to this mosque to pray. From the mosque the muezzin calls Muslims to prayer.. Muslims pray when they hear this call to prayer from the mosque. Muslims pray in the Arabic Language.

Before the pray Muslims wash, they perform wuduk. Before they go into the mosque Muslims take off their shoes. They pray to Allah five times a day. Muslims believe in God, Allah. They believe in the Holly Prophet, Muhammad the messenger of Allah. Allah gave his message to Muhammad. This message is in the Holly Koran.

I. Look at pictures. Choose the sentence based on the pictures.



1. On Fridays Fadel and Ami put on clean clothes.
2. The Khatib goes up the mimbar and talks to the people.
3. Before they go into the mosque they take off their shoes.
4. They walk to the mosque and take their prayer mats with them.
5. They hear the muezzin make the first call to prayer.
6. Inside the mosque they put their prayer mats on the floor and sit down.

7. The Imam is standing in front of the people.
8. It is Friday. The Khatib is giving the khutbah from the mimbar and the people are listening.
9. The mat is used to pray.
10. Before praying they perform wuduk.

II. Say whether the statement is true or false by circling the word

1. The Kemayoran mosque is a small mosque. True / False
2. There are prayers in the Arabic language on the walls of the mosque. True / False
3. The muezzin calls Muslims to prayer from the mosque. True / False
4. Muslims believe in one God, Allah. True / False
5. Muhammad is His Prophet True / False
6. Before they pray, Muslims only take a bath. True / False
7. Muslims takes off their shoes before they go into the mosque. True / False
8. Muslims pray to Allah three times a day. True / False
9. Muslims pray in Indonesian language. True / False
10. Muslims pray on the floor by using mats True / False

III. Circle the correct answer.

1. The Kemayoran is a mosque.
a. small b. big c. tiny
2. Muslims pray in
a. mosque b. church c. temple
3. Muslims pray the Arabic language.
a. at b. in c. on
4. Fadel and Ami put on clothes.

- a. dirty b. clean c. old
5. There are prayers in the Arabic language the walls of the mosque.
a. at b. in c. on
6. Person who calls Muslims to prayer is called
- a. Muezzin b. Imam c. Khotib
7. Muslims take off their before they go into the mosque.
a. shoes b. clothes c. hat
8. Mosque is a place for to pray.
a. Muslims b. Christian c. Buddhist
9. Muslims pray to Allah a day.
a. six times b. four times c. five times
10. Muslims pray on the floor using
- a. mats b. newspapers c. clothes

LESSON PLAN
The Third Meeting

I. Lesson Preparation

- a. Lesson Title : Animals' Deed
- b. Lesson Objective : To enlarge the student's vocabulary
- c. Student Level : Elementary School (Grade 5)
- d. Length of Time : 2 X 40'
- e. Teaching Aids or Visual Media : Pictures

II. Classroom Instruction

A. Oral presentation of New Material

1. Fifteen new words
The Students are able to give the meaning of 15 new words.
2. Transformation drills
The students are able to follow drilling process.

B. Reading Presentation

The students are hopefully able to understand the reading text.

III. Steps of Teaching Learning Process

No	Activities		Time
	Experimental Class	Control Class	
I	Introduction		15'
	1. Greeting 2. Warming Up a. Guiding the students to the material by giving leading question. ♣ Do you know what animal that roar loudly? (Showing pictures of lion, make	1. Greeting 2. Warming up a. Guiding the students to the material by giving leading question. ♣ Asks the students about the animal that roar loudly. ♣ Asks the Students about animal	

	<p>gesture the way birds fly and express animal voice)</p> <p>☛ What kind of animal that can fly?</p> <p>☛ Do you know what kind of bird that can not fly?</p>	<p>that can fly?</p> <p>☛ Asks the Students about birds that can not fly. (By showing pictures)</p>	
II	Main Activities		55'
	<ol style="list-style-type: none"> 1. Teacher asks the student to pay attention to the pictures and the text given. 2. Teacher tells the story/ the text of Animals' Deed. (Teacher tells story by modification of the facial, gesture, and voice expression to suit the mood of the story, for example: roaring like the lion do, flying and entering the pebbles into the pitcher, pretending as the peacock show off the beautiful feather tail. The teacher shows how that animal behave). 3. Teacher gives the example of vocabulary of nouns and pointing out things from the chart such as mane, tail, and wings the function of those things. 4. Teacher asks the students to find other kinds of nouns (kt. Benda) from the text. 5. Teacher gives the example of vocabulary of adjectives (kt. Sifat) and prepositions (kt. depan) and showing out from the chart. 6. Teacher asks the students to find other kinds of adjectives and prepositions. 	<ol style="list-style-type: none"> 1. Teacher asks the students to look at the picture and text given. 2. Teacher reads the text. 3. The teacher gives the example of vocabulary of nouns from the text. 4. Teacher asks the students to find other kinds of nouns (kt. Benda) from the text. 5. The teacher gives the example of vocabulary of adjectives and prepositions from the text. 6. Teacher asks the students to find other kinds of adjectives and prepositions from the text. 7. Teacher drills the vocabularies. 8. Teacher asks the students to do the task. 	

	7. Teacher drills the vocabularies.		
	8. Teacher asks the students to do the task.		
III	Closing		10'
	1. Teacher reviews the material.	1 Teacher reviews the material.	
	2. Parting	2. Parting.	



ANIMAL'S DEED

THE KING OF THE BEAST



The lion is largest animal in the cat family. It has a thick, heavy mane on its neck. It is called the king of the beast because it is very strong and fierce.

A lion hunts at night. It can see very well in the dark. It likes to eat wild animals such as deer, zebras and giraffes.

THE PEACOCK



Long ago, there lived a very beautiful peacock. He had a long tail. His feathers were very colorful. They were like a rainbow.

The peacock liked to show off his fine feather to everybody. The other birds did not like him. He had no friend at all.

THE CLEVER CROW GETS
TO DRINK SOME WATER



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. Alas! His beak could not reach the water. It was very low. The crow had an idea. He dropped pebbles into the pitcher. Soon, the water rose.

I. Choose the right words by crossing it.

1. The lion is the (largest , smallest) animal in the cat family.
2. The lion is a (weak , strong) animal.
3. The king of beast is very (fierce , kind) animal.
4. The lion likes to eat (wild , tame) animals.
5. The lion can see very (bad , well) in the dark.
6. The peacock was a (ugly , beautiful) bird.
7. The peacock had a (short , long) tail.
8. His (feathers , skin) were very colorful.
9. They were like a (rainbow , moon).
10. The peacock liked to show off his (bad , fine) feathers.
11. The (thirsty , hungry) crow wanted to drink some water.
12. He dropped some pebbles (into , under) the pitcher.
13. He spotted a pitcher of (sand , water).
14. The crow looked at the pitcher (on , in) the windowsill.
15. The (clever , stupid) crow could drink the water.

Read the colors.

Black white red blue green yellow
Brown silver orange

II. Fill the blank with the correct answer.

1. Leaves are usually _____.



2. The Indonesian flag is _____ and _____.



3. The colors of traffic lights are _____, _____, and _____.



4. When we eat bananas their color is usually _____.



5. A 'burung gagak' is _____.



6. In the daytime the sky is usually _____.



7. At nighttime, the moon is beautiful and _____.



8. The dome of our mosque is _____.



9. Indonesians have _____ hair.



10. The leather bag is _____.



III. Arrange the sentence into correct order.

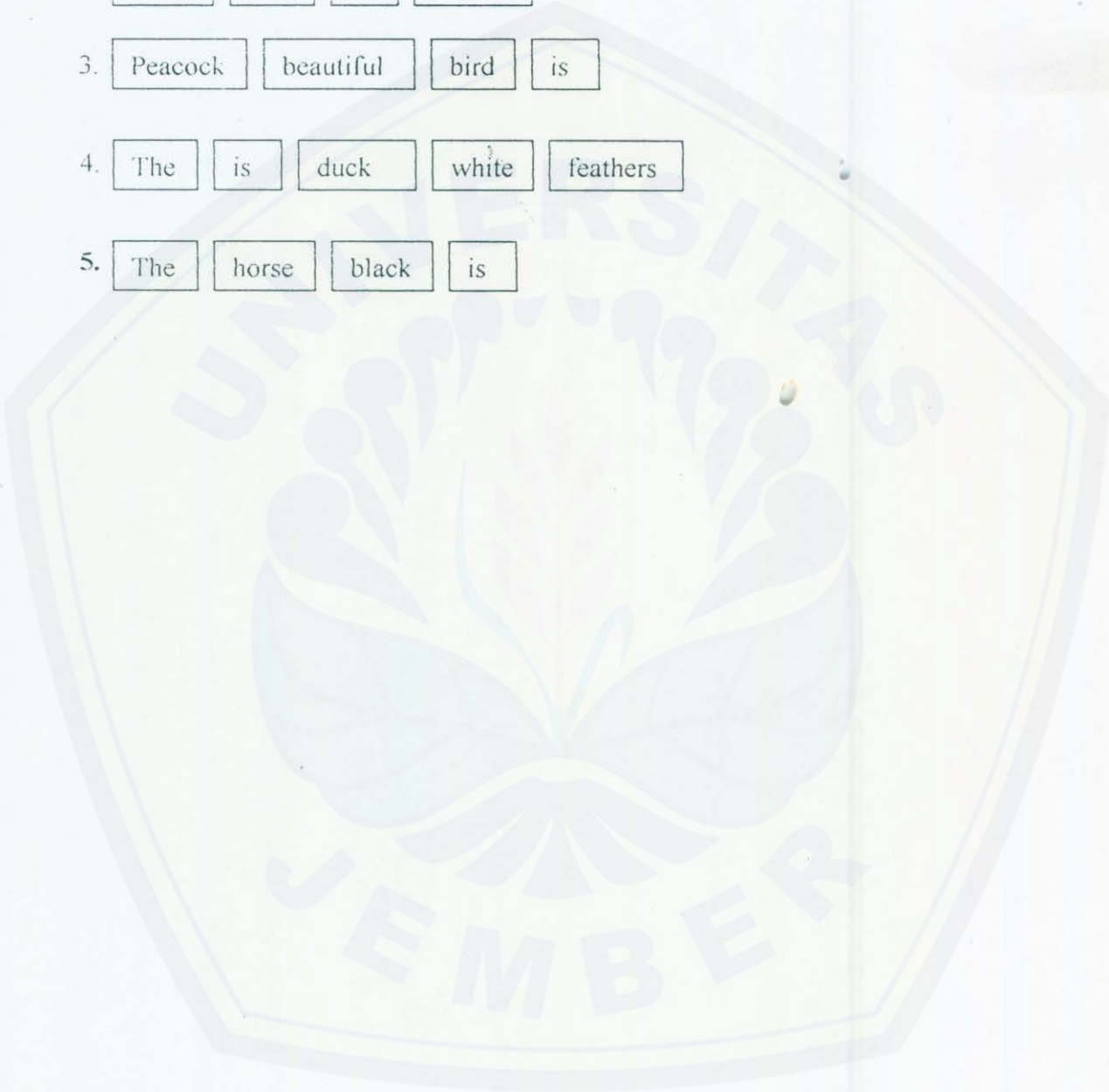
1. The is crow thirsty

2. Lion the is strong

3. Peacock beautiful bird is

4. The is duck white feathers

5. The horse black is



Appendix 5

Appendix 5

Post-test of Vocabulary

Subject : English

Class : V

Time : 2 X 40'

I. Give a circle to the right answer based on the story and the picture above.



SNOWY'S NEW HOUSE













Riza has a pet rabbit. It is small and white. Its name is Snowy. Riza likes Snowy. Riza and Snowy are good friends.

Look ! Riza's father is building a house. It is for snowy. Riza is helping his father. There are some pieces of wood, a hammer, some nails, a tin of paint and a brush near them. Do you see all these things ?

Soon, the house is ready. It is small house. Look ! Here comes Snowy. Snowy is going into the house. He is looking at his house. Does Snowy like his new house ? Yes, he does. Snowy likes his new house. He is very happy.

1. Riza has a pet
a. cat b. rabbit c. cow
2. what is the color of the Riza's pet ?
a. red b. black c. white
3. Riza and snowy are friends.
a. good b. bad c. sweet
4. Riza's father is building a
a. house b. nest c. box
5. The house's size is
a. big b. small c. huge
6. Snowy feels
a. happy b. sad c. angry
7. Riza kneels the snowy's house.
a. on b. in c. besides
8. Snowy stand his house.
a. in front of b. behind c. above
9. Riza's father kneels Snowy.
a. in b. under c. behind
10. Snowy has a house.
a. new b. old c. broken

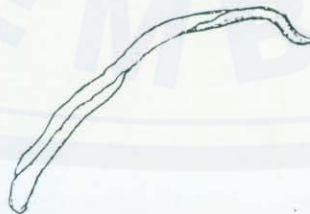
II. Put a tick (V) on a matrix based on the information given.

1. The cup is on the table.
2. The cat is under the chair.
3. The girl is in front of the tree.
4. The dog is behind the house
5. The cat is on the chair.
6. The dog is under the table.
7. The cat is behind the tree
8. The girl is in front of the house.
9. The cup is on the chair.
10. The dog is in front of the tree.

III. Put a tick (V) to correct words.

1. The leaf is
 - long and green
 - short and red



2. My rambutans are

- sweet
- sour



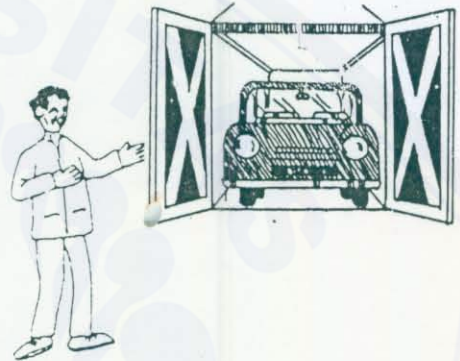
3. The round table is

- clean
- dirty



4. The oldman has a car in the garage.

- small
- big



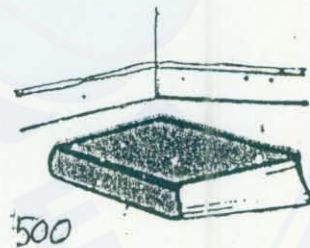
5. He is a boy.

- lazy
- diligent



6. The book costs five hundred rupiahs.

- thick
- thin



7. The boy is very

- kind
- naughty



8. The suitcase is

- Heavy
- easy



9. It is a weather.

- nice
- bad






10. Anton is a Boy.

- fat
- thin



IV. Read this story. Use a word for each picture.

Alan sees a  in a . He climbs up

the . He sees **4**  in the .

He reaches out to take the . Just then,

The  flies down to the . It pecks at

Alan's



V. Look at the Pictures. Then, Fill in the blank with the right letter to form a word. The first and the last letters of each word are given.

Lina Finds a Pet



Lina is walking i__ the p__k. She hears a k____n meowing. It comes from u____r a b__h. Lina bends down and sees a k____n. It is meowing sadly. Lina picks it up and takes it h__e. She wants to keep it as a p___. Lina names it as Mimi - Blacky. Because, it has b____k fur. They are a g___d friends.



VI. Give a circle to the right answer based on the pictures.

1. Where are my glasses ?

They are your head.

- a. on b. in c. under



2. Where is my workbook, Ade ?

It's your desk.

- a. on b. in c. under



3. Eek, a cockroach !

Where is it ?

It's the drawer.

- a. on b. in c. under



4. Cathy, Cathy ! Where are you ?

She's the cupboard.

- a. in b. behind c. under



5. Where are you, John ?

I'm the garden.

Come and see my rabbit.

- a. on b. in c. under



6. Where is your rabbit ?

It's the chair.

- a. behind b. under c. in front of



7. Look ! What's that ?

Where ?

..... you.

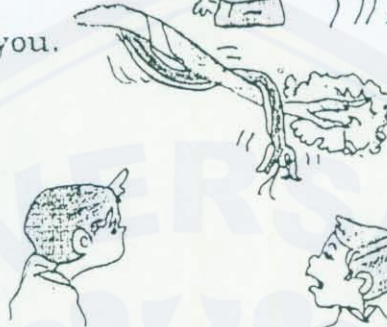
- a. in b. above c. under



8. It's the branch you.

It's a snake.

- a. above, on
b. under, on
c. above, in



9. Look out ! There is a lion

..... you.

- a. behind b. above c. under



10. There is an apple my head.

- a. in b. on c. under



Appendix 6

ANSWER KEY

PRE-TEST

- | | | | |
|--------------------|---------------------|------------------------|--------------------|
| I. 1. above | II. 1. happy | III. 1. flowers | IV. 1. sand |
| 2. in front of | 2. hot | 2. she/ Aminah | 2. calendar |
| 3. in | 3. cheap | 3. water | 3. oranges |
| 4. behind | 4. fast | 4. vase/ bottle | 4. water |
| 5. beside | 5. fat | 5. flowers | 5. ice |
| 6. under | 6. late | 6. water | 6. bottles |
| 7. on | 7. delicious | 7. she/ Aminah | 7. grass |
| 8. in | 8. well | 8. vase/ bottle | 8. camel |
| 9. on | 9. diligent | 9. flowers | 9. elephant |
| 10. in | 10. happy | 10. table | 10. hippopotamus |
| | | 11. table | |
| | | 12. room | |
| | | 13. bed | |
| | | 14. flowers | |
- V.** 1. under (f)
2. He (d)
3. a basket of groundnuts (h)
4. a handful (b)
5. a tree (e)
6. the ground (i)
7. the monkey (g)
8. the farmer (a)
9. greedy (c)
10. groundnuts (j)

POST-TEST

I. 1. Rabbit

2. white

3. good

4. house

5. small

6. happy













7. besides

8. in front of

9. behind

10. new

II.

								
	✓						✓	
	✓	✓						✓
				✓	✓			
			✓	✓				✓

III. 1. long and green

2. sweet

3. dirty

4. big

5. diligent

6. thick

7. naughty

8. heavy

9. nice

10. fat

IV. 1. bird's nest/ nest

2. tree

3. tree

4. four

5. eggs

6. nest

7. eggs

8. Mother's bird

9. nest

10. hand

V. 1. in

2. park

3. kitten

4. under

5. bush

6. kitten

7. home

8. pet

9. black

10. good

VI. 1. on

2. under

3. in

4. behind

5. in

6. in front of

7. above

8. above, on

9. behind

10. on

Appendix 7

The Name of Respondents

NR	Experimental Group	NR	Control Group
1.	Abdul Haris	1.	Abdul Halim
2.	Ahmad Syarief	2.	Abdul Karim A.M
3.	Anang Trianto	3.	Aditya Widianta
4.	Angga Erwindi	4.	Ahmad Aiman
5.	Ardian Naufal	5.	Awad Amir Aziz
6.	Arinda Widiani	6.	Choirul Anwar
7.	Asmara Bangun	7.	Destyanda Gita Rizky P.
8.	Ayu Fachrindah	8.	Eka Puspa Sari
9.	Bayu Setyawan	9.	Faradilla Puspita Sari
10.	Dharma Abidinsyah	10.	Firda Imalia Safitri
11.	Dita Rima	11.	Fulvia Arrozik
12.	Eka Fitriana Said	12.	Hendrawan A.
13.	Fajar Warana	13.	Indah Septi
14.	Fathony Cahyo	14.	Kartini Siregar
15.	Fatchur Rahman Mirza	15.	Karunia Firdaus
16.	Hermansyah	16.	Luqman Hakim
17.	Ivans Drajat	17.	Masrur Nur Salim
18.	Ilham Abadi	18.	Maulana Fahrizil Qudsi
19.	Indra Firmansyah	19.	M. Alif Rahman
20.	Jayati Rachma Widianti	20.	M. Andi Zainuddin
21.	Lailatul Maghfiroh	21.	M. Iron Murod
22.	Malika	22.	M. Samsul Hadi
23.	Masuroh	23.	Norman Arias
24.	Meliza Kurniawan	24.	Novi Nur Ainingtyas
25.	M. Firdi Khoirul	25.	Nur Fitriah Astutiningsih
26.	M. Idris Wirawan	26.	Nur Hasanah
27.	M. Romdhoni	27.	Nurma Safanah
28.	Noviyanti Wulandari	28.	Oktaria Kurniasari
29.	Putri Roro	29.	Rani Erlinawati
30.	Raezika Radina	30.	Ratna Nadhifah
31.	Richard Pramana	31.	Ratu Ainun Oktarina
32.	Rizky Bagus	32.	Reza Januari Mohar
33.	Rizky Fathur Rahman	33.	Riva Azwarini
34.	Rizky Rafikuria	34.	Rozi Rahmad Romadhani
35.	Rizky Rahmatullah	35.	Siti Nur Hasanah
36.	Ryan Sugiarto	36.	Uswatun Hasanah
37.	Saudah	37.	Winda Amalia
38.	Shofia Fatkurrotin	38.	Yudistira Rediandika
39.	Shofia Nurisa	39.	Yusuf Aditya Pradana
40.	Siti Nur Aisyah	40.	Zulni Dwi Fitrianto
41.	Syarif Achmad		
42.	Yanita Ariestia		
43.	Yudhistira Anta		

Appendix 8

The Personnels of SD Ta'miriyah Surabaya

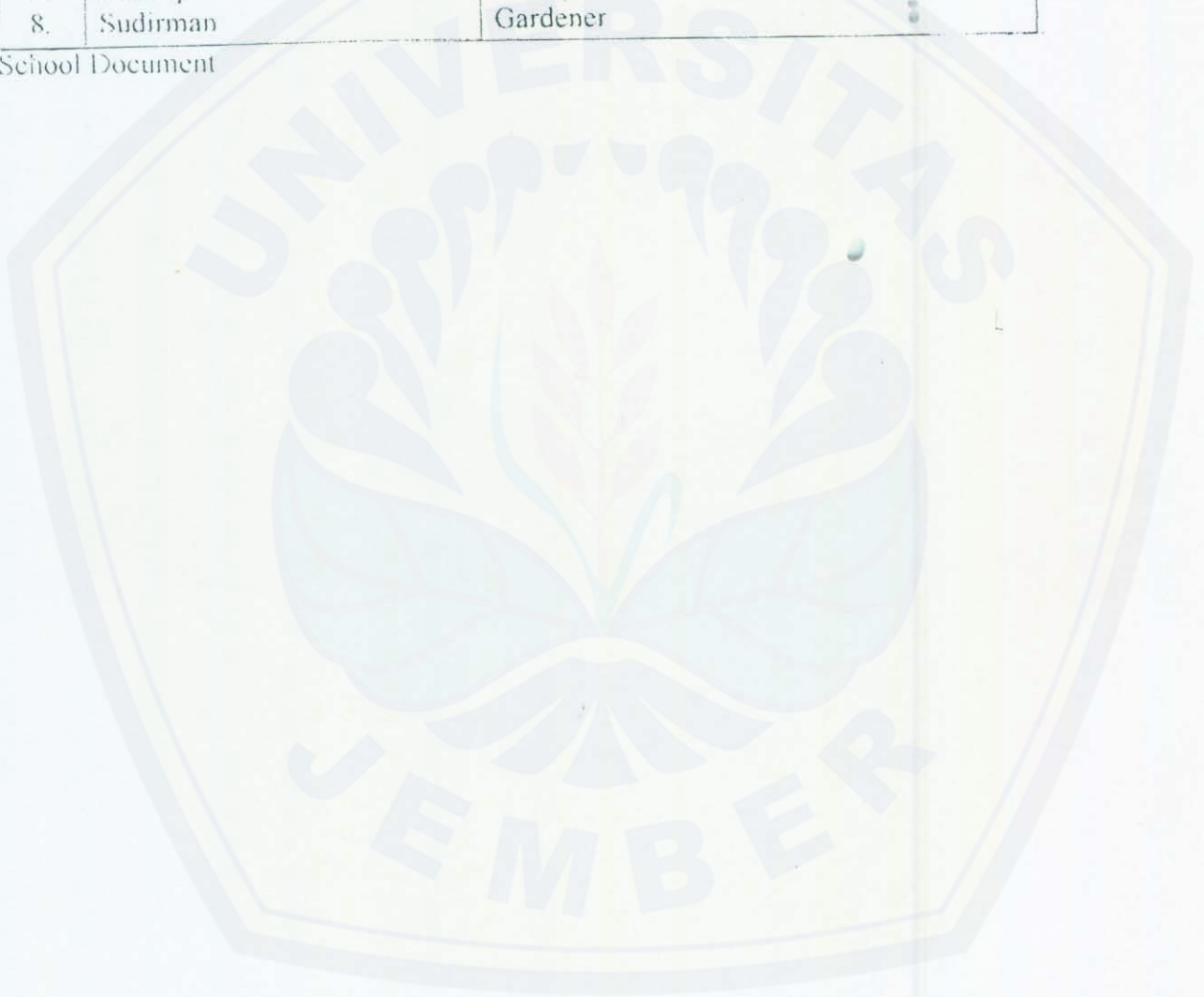
No.	Name	Occupation	Subject
1	2	3	4
1.	H M Ruslan yasin	Headmaster	
2.	Suhar Ardiansyah	VPFCurriculum and Facilities	
3.	Abdul Qodir	VPF Students care	
4.	Hj. Umi Kalsum S.	Teacher	Fiqih and IPS
5.	H. Cholid Wahyudi	Teacher	PPKN and B. Indonesia
6.	A. Slachah	Teacher	Fiqih
7.	Indra Puji Lestari	Teacher	General
8.	Su'ud Faizah	Teacher	General
9.	Fatma Ba'adwah	Teacher	General
10.	Hj. Nur Rochmah	Teacher	Bahasa Indonesia
11.	Zainul Ikhsan	Teacher	IPS, Matematika, B. Daerah
12.	Ismail Pribadi	Teacher	Penjaskes
13.	Nur Fatimah	Teacher	Kertakes, Aqidah
14.	Ahmad Khusaeri	Teacher	IPA, B. Daerah
15.	Hj. Nur Hasanah	Teacher	PPKN, KTK, B. Daerah
16.	Fachratul Luluk	Teacher	Al-Quran, SKI, Fiqih, Aqidah
17.	Karno	Teacher	General
18.	Rahayu Winarni	Teacher	General
19.	M. Arief Syueb	Teacher	B. Arab, Aqidah
20.	Maulana Ischack	Teacher	Mengaji
21.	Choirul Umam	Teacher	Mengaji
22.	A. Jazuli Sholeh	Teacher	Mengaji
23.	Nur Rofiqoh	Teacher	Mengaji
24.	Abdul Aziz	Teacher	Mengaji
25.	Anggoro Fajar K.	Teacher	General
26.	Slamet Doroyoni	Teacher	Matematika, IPA
27.	Ahmad Gunaedi	Teacher	B. Inggris
28.	Moch. Yusuf	Teacher	Komputer
29.	Lahmirza Hanim	Teacher	General

School Document

The List of Administration Staffs

No.	Name	Position
1	2	3
1.	H.M. Rois Faqih	Head of Administration Staff
2.	M. Jufri A.M.	Administration Staff
3.	Hj. Saidatul Fatchiyah	Administration Staff
4.	Hoeda Choironi Pratiwi	Cooperation
5.	Heri Agus Setiawan	Librarian
6.	M. Munib	Gardener
7.	Musrap	Gardener
8.	Sudirman	Gardener

School Document





DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp. (0331) 334988

Nomor : 1272 /J25.1.5/PL5/2000

Lampiran : Proposal

Perihal : Ijin Penelitian

23 MAY 2000

Kepada : Yth. Sdr. Kepala Sekolah

SD Ta'miriyah

di.

Surabaya

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

Nama : Hastia Permata Sari

Nim : BIGI95286

Program/Jurusan : Pend. Bahasa Inggris / Pend. Bahasa dan Seni

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

THE EFFECT OF STORYTELLING WITH PICTURES ON VOCABULARY
ACHIEVEMENT OF THE FIFTH YEAR STUDENTS OF SD TA'MIRIYAH
SURABAYA IN THE 1999/2000 ACADEMIC YEAR

Pada lembaga yang saudara pimpin.

Selubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. Dekan

Asisten Dekan I,





SEKOLAH DASAR TA'MIRIYAH

(DISAMAKAN)

NSS : 104056003655 NDS : E 30041003
 JL. INDRAPURA No. 2 TELEPON : 3521978 SURABAYA (60175)

SURAT KETERANGAN
 NO:737/AG.4/SDT/VI/2000

Yang bertanda tangan di bawah ini Kepala SD Ta'miriyah (Disamakan) menerangkan bahwa :

N a m a	Hastia Permata Sari
Tempat/Tgl Lahir	: Belinyu, 16 Desember 1975
NIM	: BIGI 95286
Jurusan	: Pendidikan Bahasa dan Seni
Program	: Bahasa Inggris
Mahasiswa	: Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember

telah mengadakan penelitian di SD Ta'miriyah (Disamakan) sejak tanggal 25 Mei 2000 s/d 24 Juni 2000, untuk memenuhi persyaratan penyusunan skripsi yang berjudul " The effect of storytelling with pictures on vocabulary achievement on the fifth year students of SD Ta'miriyah Surabaya in the 1999/2000 Academic year".

Demikian surat keterangan ini kami buat, agar menjadikan maklum dan dapat dipergunakan sebagaimana mestinya.



Surabaya, 24 Juni 2000
 Kepala Sekolah

[Signature]
 Yasin Ruslan

Appendix 11

THE LIST OF T - TABLE VALUES

Batas signifikansi Nilai - t pada pelbagai taraf signifikansi

d. b.	Taraf Signifikansi							
	50%	40%	20%	10%	5%	2%	1%	0,1%
1	1,000	1,376	3,078	6,314	12,706	31,821	63,657	636,691
2	0,816	1,061	1,886	2,920	4,303	6,965	9,925	31,598
3	0,765	0,978	1,638	2,353	3,182	4,541	5,841	12,941
4	0,741	0,941	1,533	2,132	2,776	3,747	4,604	8,610
5	0,727	0,920	1,476	2,015	2,571	3,365	4,032	6,859
6	0,718	0,906	1,440	1,943	2,447	3,143	3,707	5,959
7	0,711	0,896	1,415	1,895	2,365	2,998	3,499	5,405
8	0,706	0,889	1,397	1,860	2,306	2,896	3,355	5,041
9	0,703	0,883	1,383	1,833	2,262	2,821	3,250	4,781
10	0,700	0,879	1,372	1,812	2,228	2,764	3,169	4,587
11	0,697	0,876	1,363	1,796	2,201	2,718	3,106	4,437
12	0,695	0,873	1,356	1,782	2,179	2,681	3,055	4,318
13	0,694	0,870	1,350	1,771	2,160	2,650	3,012	4,221
14	0,692	0,868	1,345	1,761	2,145	2,624	2,977	4,140
15	0,691	0,866	1,341	1,753	2,131	2,602	2,947	4,073
16	0,690	0,865	1,337	1,746	2,120	2,583	2,921	4,015
17	0,689	0,863	1,333	1,740	2,110	2,567	2,898	3,965
18	0,688	0,862	1,330	1,734	2,101	2,552	2,878	3,922
19	0,688	0,861	1,328	1,729	2,093	2,539	2,861	3,883
20	0,687	0,860	1,325	1,725	2,086	2,528	2,845	3,850
21	0,686	0,859	1,323	1,721	2,080	2,518	2,831	3,819
22	0,686	0,858	1,321	1,717	2,074	2,508	2,819	3,792
23	0,685	0,858	1,319	1,714	2,069	2,500	2,807	3,767
24	0,685	0,857	1,318	1,711	2,064	2,492	2,797	3,745
25	0,684	0,856	1,316	1,708	2,060	2,485	2,787	3,725
26	0,684	0,856	1,315	1,706	2,056	2,479	2,779	3,707
27	0,684	0,855	1,314	1,703	2,052	2,473	2,771	3,690
28	0,683	0,855	1,313	1,701	2,048	2,467	2,763	3,674
29	0,683	0,854	1,311	1,699	2,045	2,462	2,756	3,659
30	0,683	0,854	1,310	1,697	2,042	2,457	2,750	3,646
40	0,681	0,851	1,303	1,684	2,021	2,423	2,704	3,551
60	0,679	0,848	1,296	1,671	2,000	2,390	2,660	3,460
120	0,677	0,845	1,289	1,658	1,980	2,358	2,617	3,373
∞	0,674	0,842	1,282	1,645	1,960	2,326	2,576	3,291

**DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : HASTIA PERMATA SARI
 NIM/Angkatan : BIGI95286/PBS/1995
 Jurusan/Program Studi : Pend.Bhs dan Seni/ Bahasa Inggris
 Judul Skripsi : THE EFFECT OF STORYTELLING WITH PICTURES ON
 VOCABULARY ACHIEVEMENT OF THE FIFTH YEAR
 STUDENTS OF SD TA'MIRIYAH SURABAYA IN THE 1999/
 1999/2000 ACADEMIC YEAR
 Pembimbing I :
 Pembimbing II : Dra.Zakiyah Tasnim, MA

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	7 Juli 1999	Matrix	<i>[Signature]</i>
2.	6 September 1999	BAB I dan BAB II	<i>[Signature]</i> <i>[Signature]</i>
3.	28 Februari 1999	BAB III	<i>[Signature]</i> <i>[Signature]</i>
4.	26 Juli 1999	BAB I, II, III, IV, V	<i>[Signature]</i> <i>[Signature]</i>
5.	3 Agustus 1999	BAB I, II, III, IV, V	<i>[Signature]</i>
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CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi