

MENINGKATKAN KOSA KATA DENGAN MENGGUNAKAN SISTEM CERITA

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Abstract

The main objective of this research was to find out whether using the Story System can improve students' vocabulary in the tenth grade of SMA Ar-Rahim Pontianak. This research used a pre-experimental design with 160 students of SMA Ar-Rahim Pontianak. This research used 31 students as a sample a random sampling technique and used multiple choice and essay as the instruments of research. The result showed the score on – the test 62.83 was higher than the mean score on the – test 39.48 and the t-test value was greater than the–table(17.55> 2.042) It means that the Story System is one of a good technique in teaching vocabulary because it is prove using story system was effective to improve students' vocabulary.

Keywords: Improving, Achievement, story system, and Vocabulary

Abstrak

Tujuan utama dari penelitian ini adalah untuk mengetahui apakah penggunaan Sistem Cerita dapat meningkatkan kosakata siswa kelas sepuluh di SMA Ar-Rahim Pontianak. Penelitian ini menggunakan desain pra-eksperimental dengan 160 siswa dari SMA Ar-Rahim Pontianak. Penelitian ini menggunakan 31 siswa sebagai sampel dengan teknik pengambilan sampel acak dan menggunakan pilihan ganda dan esai sebagai instrumen penelitian. Hasil penelitian menunjukkan bahwa skor pada tes pra- (62,83) lebih tinggi daripada skor rata-rata pada tes pasca- (39,48) dan nilai uji t lebih besar dari tabel (17,55 > 2,042). Ini berarti bahwa Sistem Cerita adalah salah satu teknik yang baik dalam mengajar kosakata karena terbukti bahwa penggunaan sistem cerita efektif untuk meningkatkan kosakata siswa.

Kata kunci: Meningkatkan, Prestasi, Sistem cerita, dan Kosakata

1. BACKGROUND

English has increasingly become crucial worldwide, including in Indonesia, as the international language facilitating global communication. Proficiency in English is essential across various educational levels, from kindergarten to university. However, many Indonesians struggle due to insufficient language background. Vocabulary is pivotal in language education. According to Hatch and Brown (1995), it forms the foundation of language, enabling effective communication and comprehension of basic competencies. Elementary students in Indonesia begin with fundamental English vocabulary, aimed at practical daily use. Without mastering vocabulary, achieving other language skills such as reading, writing, listening, and speaking becomes challenging. The rapid advancement in science and technology emphasizes the necessity of equipping Indonesian students early with English proficiency for scientific discourse. Consequently, both formal education and private courses prioritize English teaching

Vocabulary acquisition is critical for effective language learning. Various methods, such as pictures or songs, enhance vocabulary retention and application. Understanding vocabulary not only aids in speaking but also in cognitive processes like conceptual thinking, and linking words to form ideas. Memorization alone often fails to retain vocabulary in long-term memory. The story system approach offers a promising alternative by providing context. Creating narratives helps students encode vocabulary into long-term memory, improving recall through contextual recognition based on personal experiences.

2. METHOD

The research employed a pre-experimental design with one group pre-test and post-test design. The comparison between the pre-test and post-test scores depends on the success of the treatment.

During the treatment, the researcher taught vocabulary by using a story system for four meetings. Variables in this study were the use of the Story System technique as an independent variable and students' vocabulary as the dependent variable. The indicator of this study was students' vocabulary achievement. The researcher chose Cluster Random Sampling because the entire population can be divided into varied clusters through simple or systematic random. The researcher chose a tenth grade consisting of 31 students as a sample. The instrument of this research was a vocabulary test. The test used multiple choice and essay. Multiple choices consisted of 20 questions and essays consisted of 5 questions. The total questions are 25 questions.

3. RESULTS AND DISCUSSION

A pre-test was conducted to find out the data on the students' ability to improve vocabulary before the treatment was given. The result showed the students' achievement in vocabulary before the treatment was given. The highest score was 84 and the lowest score was 16. The mean (X) was 39.48. The post-test was conducted to find out the data on the students' ability to improve vocabulary by using a story system after the treatment. The highest score was 100 and the lowest score was 40. The mean (X) was 62.83. So the improvement percentage can be seen in the following table:

Table 1 Improvement Percentage Vocabulary of Pre-test and Post-test Score

Variable	Pre-test	Post-test	Improvement
Vocabulary verb	39.48	62.83	59.15%

In the post-test done after the treatment, from 31 students, there were 2 students (6.45%) who belonged to the „excellent“ category, 1 student (3.22%) belonged to the „very good“ category, 2 students (6.45%) who belonged to „good“ category and 7 students (22.58%) who belonged to „fairly good“ category, 9 students (29.03%) who belonged „fair“ category, 4 students (12.90%) who belonged „poor“ category and 6 students (19.35%) who belonged „very poor“ category. Based on the result, it can be concluded that the rate percentage in the post-test was higher than in the pre-test. The difference showed that after the treatment, the students got better vocabulary achievement than before. It can be seen that was significant of the student's vocabulary achievement after the story system technique was applied to teaching. It concluded that the story system technique was effective in teaching vocabulary.

The Story System technique proved beneficial in enhancing students' vocabulary. Students perceived this method as helpful in memorizing vocabulary effectively and maintaining interest in the subject matter. The significant improvement in post-test scores compared to pre-test scores indicates that the Story System method effectively addressed students' learning needs in vocabulary, particularly in verbs. Before the treatment, many students exhibited inadequate vocabulary skills, struggling particularly with verbs. However, after the intervention, a notable improvement was observed in their ability to understand and use verbs correctly. The mean score for vocabulary achievement in verbs increased significantly from 39.48 in the pre-test to 62.83 in the post-test, indicating a fair level of improvement.

4. CONCLUSION

The implementation of the Story System technique effectively enhanced tenth-grade students' vocabulary, especially in verbs, at SMA Ar-Rahim Pontianak. The method facilitated vocabulary acquisition but also fostered a deeper understanding among students. Future research could explore the long-term retention of vocabulary and compare the efficacy of the Story System with other innovative teaching approaches. This study contributes to the knowledge of effective vocabulary teaching strategies, emphasizing the role of engaging, narrative-based methods in enhancing students' language proficiency.

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