DEVELOPING THE STORYTELLING MEDIA FOR TEACHING VOCABULARY MASTERY FOR IX GRADE AT JUNIOR HIGH SCHOOL STUDENTS

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Abstract

The objectives of this study were to determine the following: (1) the use of audiovisual media; (2) the application of audiovisual media; and (3) the impact of audiovisual narrative media on vocabulary acquisition both before and after using the product. This study involved both research and development.This study used both quantitative and qualitative methods, designing research and development utilising the Borg & Gall paradigm. There were three stages to this study project: fundamental research, design and development research, and experimental research. This study employed the Borges and Gall Research and Development (R&D) approach to gather data through the use of an unstructured interviewing tool and questionnaire.There are a few steps involved in using it.The procedures were as follows: (1) gather data (analysis process required utilising data from questionnaires, pre- and post-tests, and other sources), (2) develop product design, (3) validate product design, (4) test product (teaching and learning process), (5) revise product design, and (6) final product.Students in junior high school's IX grade are the subject of the research. This study's scope is limited to creating narrative material for junior high school students in the IXth grade. The final book that can be used to teach junior high school students about vocabulary mastery in the IX grade is this one.

Keywords: Borg&Gall; English Vocabulary; Audiovisual; Media; Storytelling

INTRODUCTION

The ability for people to exchange words or body language with other humans is known as language.English is the language that is utilised the most globally.English is regarded as a foreign language in Indonesia.Since the Dutch colonial era until the present, English has been a required local subject in Indonesian education.But in reality, there are still a lot of issues that teachers and students deal with during the learning process.Because language is a tool used by people for everyday communication, it plays a significant part in human life (Isriani Hardini, 2012:183).People may communicate ideas, sentiments, and facts to others both orally and in writing when they use language.The majority of human activities involve language; without it, people are unable to communicate their ideas, feelings, wants, recommendations, and opinions, much alone their degree of language-related thought.

The higher level of mastery language,so better of use language in communicating.Fachrurrozi and Erta Mahyuddin (2011: 6) offer multiple interpretations of language: (a) language is a collection of sounds with a function and are arranged according to grammatical rules; (b) language is a representation of most people's everyday conversation spoken at a normal pace; (c) language is a system for conveying meaning; and (d) language is a collection of grammatical rules and language made up of parts. The English language is employed on a global scale. According to Eberhard's (2019) research, English holds the top spot as the most extensively used language globally. Billions of people utilise English on a daily basis for employment, social interactions, and education. Its use extends beyond international communication; it is

becoming more and more common and significant as a language of science, technology, socioeconomics, culture, and even the arts.A foreign language is one that is not utilised for communication in the nation in which it is taught.On the other hand, a second language is one that is spoken widely in a nation but is not its primary language.For instance, English is a second language in Singapore.In that nation, English is widely used in speech, mass media, and communication.

The objective of teaching foreign languages as a course in Indonesian schools is to assist students in mastering the four language skills: speaking, writing, listening, and reading in English within a particular range. A language's large list of phrases is called its vocabulary (soedjito et al., 2011: 3). Acquiring knowledge of vocabulary is essential to learning the language since it serves as the basis and is critical to efficient communication. One of the basics for learning English is having a vocabulary. Vocabulary underpins grammar and all four of the English language abilities. The greater our vocabulary, the easier it will be for us to communicate our ideas both orally and in writing in that language as well as to comprehend what others are saying or writing in it.

There are several components to the language, including syntax and vocabulary. Vocabulary is among the most crucial language skills that kids should learn. Since vocabulary is the foundation of English, children who recognise a sufficient amount of it will be able to converse and comprehend the language, if not in a basic level. Acquiring knowledge of a language involves understanding its lexicon. In addition to being fundamental to communication, it is crucial to the acquisition process (Krashen, 1981: 12). This implies that mastering a language cannot be separated from mastering its lexicon. It's crucial to start it with kids as a foundational step to help them comprehend speech and get ready for higher level English instruction.

Acquiring knowledge of vocabulary plays a crucial part in developing four language abilities. Prior to learning the four language skills, it's critical to comprehend terminology. According to Cameron (2001:72), developing a meaningful vocabulary is essential to learning a foreign language in elementary school. From this vantage point, it is evident that vocabulary acquisition requires mastery. The foundational element of English, vocabulary, facilitates speaking, writing, listening, and reading. It is important to consider during the teaching and learning process. Being proficient in vocabulary is essential, as without it, one cannot communicate. Some junior schools have pupils with poor vocabulary mastery. Research indicates that pupils struggle with pronouncing words correctly, take a long time to say their names, and frequently use the wrong words when describing objects. To improve language, vocabulary instruction becomes crucial, especially in junior high school. Because vocabulary affects students' capacity to study the English language, it cannot be isolated from other components of the junior high English teaching-learning process.

Based on the results of observations on 1st August 2018, that researcher has done on SMP Miftahul Huda Gogodeso and the next will be written as SMPMIDA. There isn't a vocabulary learning media available for vocabulary acquisition, according to the descriptive observation centred on the school environment and the subfocus on the class environment. The process of teaching and learning still only makes use of LKS. The fact that learning materials need to incorporate additional materials that can supplement the lesson in addition to LKS. The subject of the concentrated observation was the instructional process; the teachers were using the 2017 revision of Curriculum 13. Additionally, Javanese and Indonesian are still used in the English language learning process. Additionally, the residual vocabulary mastery is still quite poor. Additionally, the instructor has not taught his students how to tell stories. To facilitate students' understanding of the lessons to be studied, new terminology should always be provided prior to the commencement of the class. Storytelling needs to be introduced to pupils as early as possible because there are many words that have many meanings.

In actuality, mastering vocabulary comes first because, as Schmitt (1997: 40) argues, it is the foundation of the language and must be learned first. If someone does not grasp it, they cannot communicate clearly or comprehend textual stuff. He continued by saying that communication in a foreign language is simply impossible without words to convey the language's greater variety of meanings, regardless of how well one learns the language's phonetics. There are several definitions of vocabulary offered by different professionals. According to Hornby (1995: 959), vocabulary is the entire amount of words in a language. It suggests that vocabulary is essential to comprehending a foreign language. Expanding one's vocabulary can help one explain concepts more clearly. Oxford University Press (2008) defines vocabulary as follows, according to Burn: (1) every word in a specific language; (2) every term a person knows or uses; and (3) a list of terms and their definitions, especially found in a foreign language instruction book.A person, class, or profession's vocabulary is defined as the total collection of words or stock of words and their definitions that make up the language that they employ.

Vocabulary can be broadly described as the words people teach in a foreign language, according to Ur (1998:60). Vocabulary is so crucial to language learning since it facilitates the understanding and application of language, particularly a foreign language. This suggests that vocabulary teaches learners to concepts in a foreign language through written or spoken language units. A teacher is teaching vocabulary if they are teaching new terms in a foreign language. The pupils were first divided into five groups, with four students in each group. For every group, there was one copy of the text. As she read the passage with attention, the researcher asked the students to listen carefully. The researcher then asked each group to read the text, and then gave the students instructions on how to translate the content into Indonesian using dictionaries.

After that, the students and the researcher had a discussion about it. It is possible to classify vocabulary into many groups or categories. Sheperd (1980: 1) distinguishes between two categories of vocabulary: expressive vocabulary (productive vocabulary) and receptive vocabulary. According to him, "the word known when the learner listens or reads" is receptive vocabulary. Since the student simply hears other people's ideas, receptive vocabulary learning is also regarded as a passive process. The receptive vocabulary is thought of as the foundational vocabulary in language application. The term "the word used when the learner speaks and writes" is later described as expressive vocabulary.

As the learner generates or communicates ideas to others, the expressive vocabulary can therefore be viewed as a dynamic process. Since many words are recognised when a student hears or reads but are not used when speaking or writing, receptive vocabulary is typically far bigger than expressive vocabulary. Lastly, Tarigan (1988) divides the common core vocabulary into seven categories, which are as follows :

a. One example of kindness is that of a child, son, father, uncle, nephew, etc.
b. a physical part, such as the nose, leg, hand, eye, or head.
c. Pronouns, such as they, us, it, they, and I.
d. Numerical examples include1,2,3,16,40,100, and so forth.
e. Verbs like "eat," "play," "go," "sit," "walk," etc.
f. Adjectives, such as excellent, lovely, smart, filthy, etc.
g. Common objects, such as a table, chair, bed, figure, door, etc.

The two categories of vocabulary that Harmer (1991:159) separates are active and passive. The former speaks of words that students have been taught, learned, and are supposed to be able to use. In the meanwhile, the letter makes reference to words that kids are likely not able to produce but will recognise when they encounter them. Similar to Harmer, Haycraft (1997:4) distinguishes between active and passive vocabulary. Words that kids can comprehend,

pronounce accurately, and use consistently in speaking and writing are known as active vocabulary. Passive vocabulary, on the other hand, consists of words that children can accurately produce on their own but cannot recognise or understand when they occur in a context.

Storytelling, according to Taylor (2000:6), is the act of narrating a tale using voice and gesture to one or more listeners. When we narrate stories aloud, we typically repeat information more than once, particularly if the children are having trouble following. Additionally, Ellis (1991:33) notes that the story's vocabulary is provided in a vivid and understandable setting, and the illustrations aid in meaning transmission. The humorous scenario and atmosphere can help the vocabulary stick in your memory. Additionally, Burn and Broman (1975:140) claim that although storytelling is a skill that is frequently overlooked, it can be learned with perseverance and patience. Anyone who values this craft will realise that the benefits justifiably outweigh the work involved.

The rationale for the researcher's use of storytelling as a teaching tool to enhance students' vocabulary acquisition is that kids enjoy stories and are frequently inspired to share them with others. Telling stories to youngsters helps them learn English and improves their vocabulary by making the words easier to remember. One should not ignore the connection between certain attitudinal elements and narrative. Second, the use of tales can motivate learners and foster a positive attitude towards the target language. This is important because it can lead to a more sustained positive attitude towards language acquisition in general. Furthermore, the story-based exercises foster a cooperative mindset among students and give them confidence when speaking the target language (Zaro & Salaberri, 1995:4).

According to the interview conducted on Thursday, February 6, 2019, with English teacher Mrs. Dias, there were still challenges facing the teaching and learning process, poor student interest in the subject matter, and a lack of vocabulary-learning resources to support students' vocabulary development. Furthermore, the researcher carried out research and development (R&D) with the purpose of creating narrative media for the junior high school at SMP Miftahul Huda for the 2018–19 academic year.

METHOD

In order to get results that were pertinent to the goals (R&D), this study used a research and development paradigm (Borg & Gall, 1983).The procedures were as follows: (1) Data collection (need analysis process using questionnaire, post-test, and pre-test analysis data); (2) Product design development; (3) Product design validation; (4) Product testing (which involves teaching and learning); (5) Product design revision; and (6) Final Product. Pre-test, post-test, and questionnaire analysis data were used to gather data for the needs analysis in order to learn more about the needs of the students and the school. The needs study produced a reference for product development. The information gathered from (1) the twenty-four SMP Miftahul Huda Gogodeso pupils in grade IX, (2) SMP Miftahul Huda Gogodeso's English instructor, who specialises in instructional materials.The interview, need analysis, and content analysis were performed on the data. Finding out if an instrument can be used in research is the goal of the instrument validity test (Putu et al., 2021). This research product specification was produced on a hardcover with two chapters of material, using the Times New Roman font size 12. The researcher uses the quantitative research formula provided by Arikunto (2010). The pre-test and post-test analysis data formula is as follows :

$$M = \frac{\sum X}{\sum Y}$$

Notes:

M = average score

∑X = the total score number

∑Y = the number of Students

The researcher conducted a percentage analysis of the first questionnaire because its goal was to ascertain the learner profiles and their needs for English learning materials. In this case, 100% was multiplied after the frequency was divided by the total number of respondents (Sudjana, 2001:129).

The percentage of questionnaire result

$$Percentage = \frac{the\ result\ of\ calculating\ data}{the\ totral\ of\ criteria\ score} \times 100\%$$

Therefore, this research use Arikunto to scoring. Arikunto indicates the strenght of agreement data with four point range, as follows :

Table 1. Quantitative data conversion

Statement	Score
Strong Agree	4
Agree	3
Disagree	2
Strong disagree	1

Table 2. Criteria of data validation analysis

Percentage (%)	Validity Category
81% - 100%	Very valid
61% - 80%	Valid
41% - 60%	Valid Enough
21% - 40%	Less Valid
0% - 20%	Very Less Valid

RESULTS AND DISCUSSION

Results

Results from this research are to develop storytelling audiovisual media for IX Grade students of SMP Miftahul Huda Gogodeso that hopefully would to be useful. The result from this product develope is expected to alternative learning media when teacher is teaching English,

and also for Students this product is expected to give the students experience to learning easy about English. The first result in this study are need analysis. This need analysis was done in order to find more information related to student's needs and school needs. This step was conducted to obtain as much information. To have better understanding, the researcher illuminated the result of two sources below. For first needs analysis to the students with use questionnaire. By using instrument, the student's needs for english listening to be learned were exposed dealing with the student's background, the student's problem in vocabulary, and the materials they wanted in learning english vocabulary. The questionnaire was given to the 24 students of the IX grade student of SMP Miftahul Huda Gogodeso. The answer were documented and analysed to be used as consideration in developing materials.

Based on the data colection in questionnaire, most students of the IX grade student of SMP Miftahul Huda Gogodeso had different lenght in study english vocabulary. Some of the student studied english since kinder garden and some of them studied from elementary school. The result data are follows :

Table 3. Data Collection in Questionnaire

No	Indicators	Response	Total	Percentage
1	Students' experience in learning english			
	- Time	- Kinder garden	7 students	- 26%
		- Elementary school	17 students	- 74%
2	English language skill			
	Since Kinder garden			
	- Listening skill	- Less skillful	5 students	60%
		- Skillful	3 students	40%
	Since Elementary school			
	- Listening skill	- Less skillful	10 students	40%
		- Skillful	12 students	60%
3	English Skill			
	- Listening	- Interest	10 students	40%
		- Not interest	14 students	60%
	- Speaking	- Interest	8 students	30%
		- Not interest	16 students	70%
	- Reading	- Interest	20 students	80%
		- Not interest	4 students	20%
	- Writing	- Interest	12 students	50%
		- Not interest	12 students	50%

Based on data collected above, the reseacher determined some point of questionnaire. There are fours partd in the questionnaire that used in needs analysis. In part A, the IX grade student of SMP Miftahul Huda Gogodeso have different length in study english. In part B, abaiut the problem in teaching and learning process faced by the students. The last, in part C and D, asked abaaout media that used in the learning process and what kinds text book that used both teacher and students.

Next, the reseacher asked to vise principle curiiculum and english teacher aboaut the exixting audiovisual developing that used in teaching english vocabulary and how to decide the time allotment of english subject. From the vice principle curriculum, to decide the time alottment

of english subject was depend on the 2013 curriculum that is two hours for english lesson. But she isi policy in teaching english with giving an extra time out of the class. It can be called as extrascurricular in english subject. She hopes dealing with an extra time students can encourge their english skill, especially for vocabulary. The english teacher also explained that in real teaching the two houras for english lesson is really less from student's need. Then, the existing audiovisual developing that used in teaching english is limit. It is support by the exixting school at 2003 joined with SMP Miftahul Huda Gogodeso and be stand alone from 2010 with a small area plus few facilities of class, laboratories and library. The library, the reseacher saw that most of the exixting books were from KTSP curriculum and there is audiovisual developing come from 2013 curriculum. Those aspect above were very important for reseacher to decide, collect, select and develope materials specially vocabulary materials. From that situation the english teacher sugestted that english vocabulary materials are appropriate to the students. It can be in the form of giving new vacabulary, giving attractive Figures, giving tips for doing the task and the last gave them model in learning audiovisual with ample listening and reading input.

After having need analysis, the reseacher developed the supplementary listening materials based on the student's needs and school's needs. The development of the materials based on the information the resaercher got from the need analysis and related and listening connection as the models of th produsct and arrange well based on the sylllabus of the 2013 cuuriculum at SMP Miftahul Huda Gogodeso. In the audiovisual materials development procedures, there were two stages that had to be considered. The first stage was preparation consisting of thrree steps: like determining the themes, collecting and selecting the Figures and text. In determining the themes reseacher got information from the student's needs by providing questionnaire. The next step collecting and selecting the materilas from various sources such as representative video and browsing in the internet. In doing this activity, the reseacher made sure these materials were appropriate for the students in terms of topic and level, and relevant with students's need and objective of the course.

The second is developing audiovisual materials, the reseacher develops the materials was based on yhe 2013 curriculum for Junior High School at the ninth grade of second semeter or school's needs. The draft of the materials was developed form of suplementary audiovisual for vocabulary. The supplemnetary materials were developed into narrative text. The topic and themes of the content were chosen based on the students wants from questionnaire given by the researcher. In developing the materials in the form of supplementary audiovisual, the resesacher did not specify time allotment to be given to each unit. The reason under this consideration was that the purpose of this book is to give additional materials fot the astudent to be used both in the class and as self study materials at their home. Therefore, it gave broader freedom for the teacher to give additional materials that will be discussed in the classroom and the student will enjoy in learning english especially for listening and reading activity. Therefore, the use of the supplementary audiovisual ishoped to be flexible to cater the teacher's and student's need to study english vocabulary.

Expert validation was done after reseacher finished writing the draft of audiovisual materials. The researcher had consuled her audiovisual to the english teacher of SMP Miftahul Huda Gogodeso that has good ability in teaching and learning process. She has many experience in making video. She also has long experience more than 5 years in teaching english for junior high school. Then, she was familiar with the local content materials for junior high school. In this study, the reseacher had finished wriring the draft at the first of week August 2019. In the first of week of Auguts 2019, the reseacher saw the expert to give the draft and to get the

feedback and sugestion from her. In the expert validation checklist, the expert gave judgmen of each aspect of the video. There are some characteristics that should be validated within the units of the developed materials. She also commented and gave some sugestions for the betterment of the product. Those charateristics are about the cover design, letter, layout, organization of the materials, instructional objectives, content, language used in materials, and pedagogy activity. To make easy in reading result the researcher used description analysis based on each items of expert validation checklist.

Table 4. Expert Validation Checklist

Component	Number	Validator				Percentage
		1	2	3	4	
A	1	4	4		4	27,1%
	2	4	4		5	
	3	4	4		5	
	4	4	4		5	
	5	4	3		4	
	6	4	3		4	
	7	4	3		4	
B	1			4	5	28%
	2	4	3	4	4	
	3	4	3	4	5	
	4			4	4	
	5			4	4	
	6	4	4	4	3	
	7	4	4	4	3	
C	1			4		24%
	2			4		
	3			4		
	4			4		
	5			4		
	6			4		
Total		80,2	71,2	80,5	84,6	79,1%

The expert validation materials have to 79,1% so this Auvis storytelling can used to the teaching and learning.

The previous section, the purpose of conducting the try put in the development research was to evalaute the applicability of the materials whether they have been efeective to be used as teaching materials or that they need modification and revision based on the classroom practiced, all the units have been tried out. In conclusion, the all units of developed supplementary video have already tried out by the students at the ninth grade of SMP Miftahul Huda Gogodeso. The result of try-out process could be seen from the researcher observation and checklist given to the students. And this is product design :

The final product of this research is supplementary video materials for ninth grade of junior high school. The title of product is *"Auvis storytelling for learning vocabulary"*. It comes from the model of listening and reading connection or relationship used in supplementary video materials.

Discussion

The researcher divided the materials into the units depend on the syllabus on the second semester for ninth grade of junior high school. In presenting each unit the reseacher saw from needs analysis. In each units describes as folows: introducing the topic, building vocabulary, analyse the sentence to see the language used of the text. All that aspect was in the main point of listening and reading connection as the model of pedagogical activity in presenting video materials for english subject. As being used as supplementary video materilas, this research aimed to solve students' problems and school's needs taken from needs analysis in english vocabulary materials of the ninth grade student of junior high school. Therefore, in order to make the materials better and product of supplementary vocabulary materials the teacher can be used this product in teaching and learning process combine with the main video of the school or other resources.

For the students, the researcher suggested to use these materials at the classroom, at home, or outside the classroom. The students must be practice in vocabulary activity with the audiovisual development. To the following reseacher and developer, it isi suggested to develop other vaocabulary materials in other video development depends on the students' needs and interest. It is also suggested for them to conduct the same research fro different level of students. For the future reseacher in the area of materials development especially in vocabulary, this research including the produsct can be used as one of the references for teaching listening and reading as the model learning.

CONCLUSION

The conclusion is expected to quaire thee ideals, i.e., (1) the student's needs, (2) school's needs, and (3) the desain product. The first criterion is the student's needs. The preliminary study showed that there were two problems: (1) the student's motivation in vocabulary skill was low and (2) the existing course development audiovisual used in the school does not appropriate with 2013 curriculum. The reseacher recognizes well that a good product should refer to the student's needs. Therefore, collected data from the students was condusted as the basic assumption that the product could overcome the problems. Indeed, in the data of the try out, the students were really interested in exploring the product starting with the presenting of thr product and the materials. This indicates that the product designed based on their nedds succesfully motivated them to write the writing lesson of english subject. The second criterion is the form of product. Thi product was a supplementary video that presentedwith attractive design and the content of the materials is appropriate used in video materials. The materials of video presented with various task to improve the pedagogical activity for the students. Then in listening activities include the reading activity. As we know the consept of the listening and reading activities can be manfiested in many instructional activities such as english subject. More important, students need to be instructed to realize that both listening and reading are acts with communicative purposes and inseparable. As a conclusion, this product is improved and desaigned in accordance with three ideal criteria such as the student's needs, school's needs, and suitability of the product as a toolfor self english learning, specially to improve vocabulary skill more effectively and interactively.

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