UTILIZING STORYTELLING TO IMPROVE STUDENTS’ VOCABULARY MASTERY
(A Classroom Action Research at the Fourth Grade Students of SD Negeri 7 Wonogiri in the Academic Year of 2012/2013)

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SEBELAS MARET UNIVERSITY
SURAKARTA
NOVEMBER 2013
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Herewith, I testify that this thesis entitled "UTILIZING STORYTELLING TO IMPROVE STUDENTS’ VOCABULARY MASTERY (A Classroom Action Research at the Fourth Grade Students of SD Negeri 7 Wonogiri in the Academic Year of 2012/2013)" is really my own work. There is no plagiarism of the previous literary work, which has been raised to obtain undergraduate degree of a university. Nor there are opinions or masterpieces which have been written or published by others, except those in which the writing are referred in the manuscript and mentioned in literary review and bibliography.

Hence, if it is proven that there are some untrue statements in this pronouncement, I will hold full responsibility.

Wonogiri, November 2013

Rosalia Eka Wulandari
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Thesis
Submitted as a Partial Fulfillment of the Requirements for Getting Undergraduate Degree in English Department

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TEACHER TRAINING AND EDUCATION FACULTY
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NOVEMBER 2013
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ABSTRACT


This research aims at: (1) identifying whether Storytelling can improve the students’ vocabulary mastery or not, and (2) describing the class situation when Storytelling is implemented in the English class of the fourth grade of SD Negeri 7 Wonogiri.

The method used in this research is a Classroom Action Research (CAR). The research was conducted in two cycles from 23th April to 28th May 2013. The research data were collected by using techniques of observation including photographs and notes/field notes, interview, documents, and tests (pre-test and post-test). The qualitative data were analyzed through assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. Meanwhile, the quantitative data were analyzed through descriptive statistic.

The research findings show that utilizing storytelling could improve both students’ vocabulary mastery and class situation of English class. The improvements of students’ vocabulary mastery include: (1) the students could spell the words correctly, (2) they could well interpret the meaning of words, (3) they felt it was easier to arrange words into good sentences, (4) they easily pronounce the words properly. The improvements of class situation include: (1) there were still some talkative students, but they talked positively in a discussion or another cooperative activities, (2) the students were ready in following the lesson. They were also motivated in writing the materials and doing the assignments given, (3) the students’ motivation and confidence in following the lesson were highly increased.

Keywords: vocabulary mastery, storytelling, Classroom Action Research
MOTTO

“...Alloh will raise-up to suitable ranks and degrees those of you who believe and who have been granted knowledge...”
(Q.S. Al Mujaadilah: 11)

“Education is not the filling of a pail but the lighting of a fire.”
(William Butler Yeats)

“There are no ways of getting through in the life easily, but your own maturity, patience and perseverance.”
(Rosalia)
DEDICATION

I lovingly dedicate this thesis to:

Alloh SWT,

Bapak and Ibuk,

My great siblings, Fandy and Ester,

My lovely friends and bestfriends,

and,

To the unforgotten people who were in my past, to the irreplaceable companions who are with me now, and to the best and unpredictable strangers who will be by my side in the future...

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Alhamdulillahi robbil’alamin, glory to Alloh SWT, the Lord of the universe who still gives a chance to the writer to accomplish her study. It is impossible for the writer to finish it without His blessing and permission.

On this opportunity, the writer would like to express her sincerest gratitude to all parties that helped her to finish this thesis, they are:

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The writer realizes that this thesis is still far from being perfect. Therefore, constructive criticism and suggestion are expected to improve the quality of this thesis.

The writer really wishes that this thesis would help the other researchers who are interested in studying the teaching English using storytelling and enrich the readers’ knowledge about storytelling technique.

The Writer,

Rosalia

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<td>A</td>
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<tr>
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<td>C</td>
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<td>CAR</td>
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