Comparative Study between Storytelling and English Song to Teach Vocabulary

(An Experimental Research to the Fourth Grade Students of SD Patra Mandiri Cilacap in the Academic Year of 2015/2016)

THESIS

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PRONOUNCEMENT

I would like to certify that the thesis entitled “Comparative Study between Storytelling and English Song to Teach Vocabulary (An Experimental Research to the Fourth Grade Students of SD Patra Mandiri Cilacap in the Academic Year of 2015/2016)” is really my own work. It is no plagiarism or made by others. Everything related to others’ works is written in quotation, the sources of which are listed on the Bibliography.

If then, this pronouncement proves wrong; I am ready to receive any academic punishment.

Surakarta. Juli 2016

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THE APPROVAL OF THE CONSULTANTS

This thesis has been approved by the consultants to be examined by the Board of Thesis Examiners of the English Department of Teacher Training and Education Faculty of Sebelas Maret University Surakarta.

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ABSTRACT


The objective of the research is finding out: (1) Whether there is any significant difference on teaching vocabulary between using Storytelling and using Song and (2) whether the storytelling is more effective than the song to teach vocabulary for the third grade students of SD Patra Mandiri Cilacap or not.

The research method used was experimental research. The teaching method as experimental variable is of two kinds: storytelling and English song. The research was implemented at the fourth grade students of SD Patra Mandiri Cilacap in the second semester of the academic year of 2015/2016. The population was the fourth grade students of SD Patra Mandiri Cilacap. It was on early of April to the end of April. The technique used to get the sample was cluster random sampling. The technique of collecting data was a test (multiple choice, completion and pronunciation test). The data were analyzed by using T-test. It was used to know the significant difference of two groups of data after the treatment.

The result of analysis of the data shows that there are some research findings that can be drawn. First, storytelling is more effective than English song to teach vocabulary. It can be seen from the mean score of students taught by using storytelling (75.04) is higher than students taught by using English song (68.91). The result of T-test also shows that storytelling is more effective to teach vocabulary Based on the research findings, it can be concluded that storytelling is an effective method to teach vocabulary.

The research results of this study imply that storytelling can be used to improve students’ vocabulary mastery and therefore it is suggested that: (1) Teacher could use storytelling to teach vocabulary; (2) learning vocabulary through storytelling helps the students develop a curiosity on the subject and gets the students interested in learning more about it; and (3) the future researcher could use this research as a consideration to enrich their references in improving vocabulary mastery.

Keywords: vocabulary, storytelling, English song, vocabulary mastery, elementary school students.
MOTTO

“Have faith in the good side of humanity, nothing is born bad.”

— Angga Fendy Pradana

“Be the change that you wish to see in the world.”

— Mahatma Gandhi
DEDICATION

To my beloved parents that always love me,

To my beloved sister,

and

To my beloved friends
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The writer realizes that this thesis is still far from being perfect. He hopes and accepts gratefully every comment and suggestion. Hopefully, this thesis will be useful for the readers.

Surakarta, 30 July 2016

Angga Fendy Pradana