

## Improving English Vocabulary Through Digital Storytelling For Young Learners At Apple Tree Pre-School Samarinda

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### Abstract

#### **Background:**

English is an important language for Indonesians to communicate, Indonesian government realizes that learning English must be implemented early because children can catch new information and vocabulary faster in learning English (Cahyati & Madya, Zein, Sukyadi, 2019).

#### **Methodology:**

The method of the study was classroom action research (CAR). There were two cycles; each cycle consisted of four steps, they were planning, action, observation, and reflection.

#### **Findings:**

The subjects in this study 13 students. The result of the study shows that the using of digital storytelling to improve students' vocabulary of the Nursery Papaya at Apple Tree Pre-school Samarinda in the academic year of 2022/2023 was successful.


#### **Conclusion:**

The students who passed the passing grade improved gradually from cycle 1 and cycle II. The pre-test 1 score is 63.84 and the percentage of passing criteria is 53.84%. Cycle 1 shows that the post-test score is 77.69 and the percentage of the passing grade is 69.23%. Meanwhile, cycle II shows that pre-test is 80 and the percentage of passing criteria is 76.92% and the post-test score is 90.76 with the percentage of passing grade is 100%.

#### **Originality:**

In this study shows that the use of digital storytelling in increasing vocabulary in young learners is successful.

**Keywords** : *Digital Storytelling; Young Learners; Vocabulary*

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## 1. INTRODUCTION

Language is an important part of communication. In addition, people need to be able to communicate with other people from other countries. They are expected to master more than one language, especially English as the international language. To be able to communicate well, people will need selection of English words known as vocabulary. According to Kaosar (2012), vocabulary plays an important role in the four skills in learning language. Hamied & Lengkanawati (2020) stated ensuring teaching English at an early age has its challenges for a teacher, therefore teachers must have fun teaching methods to increase children's vocabulary.

The selection of the right learning method is very supportive of success in the learning system, therefore the selection of learning methods given to early childhood must look at the characteristics, needs, and also environment. So that children's language skills and development can be obtained optimally according to children's needs. Of course, early childhood has a simpler language recognition system compared to adults, young learners are more likely to get simple vocabulary such as daily conversations that are adapted to the child's age. According to Allen & Marotz, (2010) Vocabulary recognition in children aged 4-6 years ranges from 5-10 vocabularies per day within a certain time of learning

Some media that can be used to increase the interest of young learners in increasing vocabulary in the current era, namely by using digital storytelling. Besides being ideal for listening skills, digital storytelling is also ideal for increasing interest and increasing vocabulary in young learners. According to Sadik (2008) digital storytelling is a modern form of storytelling that usually uses a computer as a tool that can display stories in various interesting forms such as audio-visual (video) and audio recording.

## 2. METHOD

Classroom action research (CAR) is a method that used in this study. The purpose of this class action research is to improve students' ability to use digital storytelling. Classroom action research is research that takes place in the classroom. According to Suyadi (2012), Classroom action research is action research that is carried out in the classroom to develop ability in the group. Kemmis and McTaggart (2010) propose that the action research portion of the classroom is a series of activities that begin with action planning and end with reflection. This is called recurrent learning. Each cycle consists of four phases: (1) Action Planning, (2) Action Implementation, (3) Observation and Interpretation, and (4) Analysis and Reflection. Usually, the study ends in the second cycle.

This classroom action research will be conducted at the Apple Tree School Samarinda which is located on Jl. Aminah Syukur No.44, Pelabuhan, Kec.Samarinda City, Samarinda City, East Kalimantan. This research will be conducted in the second semester of 2022 school year, this research is to take in December starting the survey stage and taking action. The subjects of this research are 13 students in the nursery papaya class. The class consists of thirteen students, six girls and seven boys. The researcher chose to conduct research in this place because this school makes English the main language in the teaching and learning process for young learners and also because this class requires an increase in the vocabulary skills possessed by the students. The instruments used in this research were: pre-test, post-test, and observation sheet.

### **3. FINDINGS AND DISCUSSION**

The research findings are based from vocabulary test. The question of the test was ten pictures of animals. In cycle 1 and cycle 2, before the lesson, the researcher as the teacher gave the pre-test to students by calling one by one the students to the front to name a few pictures of animals in front of each student within 1 minute. The researcher prepared paper to record all the answers from the students. Actually in cycle 1, researcher found that most of the students were confused to answer the test. During the pre-test, the students still often asked the answer to the teacher and some of them were silent when the researcher asked. After the students had finished the pre-test, researcher collected all the answer and began the teaching-learning process. The result of post test in cycle 1 there are 69.23% of the students who get a higher score than the successful criteria. In the pre-test, there are just 53.84% of the students who get a score higher than the successful criteria. Because those who passed in cycle 1 have not reached the successful criteria is 80% therefore the teacher and researcher agreed to continue the research in cycle 2 to optimize the improvement of vocabulary skills for students in the Nursery Papaya class.

The researcher conducted of classroom action research of 2 cycles. The encountered data proved that there are improvements in the students' activity and score. In the other hand, the students' motivation rises and they could easily answer the questions;

- a) The implementation of digital storytelling to improve students' vocabulary The implementation of digital storytelling to improve students' vocabulary mastery of the Nursery Papaya at Apple tree pre-school Samarinda was successful. The

implementation of digital storytelling build the students to know the name of animals, and to find out a lot of vocabulary.

Digital storytelling makes the students interest and active in the class. It proved by students observation sheet during teaching-learning process in cycle 1 and cycle 2. The researcher can conclude that the most of the students participate and enthusiastic in the learning process of cycle 1 and they can know more the vocabularies.

Table 1 The Result of Observation Cycle 1 and II

Cycle	A	B	C	D	E
Cycle 1	9	10	8	10	12
Cycle 2	12	11	10	11	13

Explanation:

- a. Paying Attention
- b. Asking/ responding question
- c. Giving responses or reflecting what they learned
- d. Doing work with group
- e. Being Enthusiastic in Word Family Games and Picture

- b) The significant improvement of students' vocabulary mastery after the use digital storytelling. The use of digital storytelling can improve students' vocabulary mastery. it can be seen from the data result of pre-test and post-test cycle 1 on table 2:

Table 2 Analysis Students' Improvement

No.	Analysis	Cycle 1	Cycle 2
1.	Mean of pre-test	63.84	77.69
	Mean of post-test	80	90.76
2.	Number of the students who pass the passing grade ( $\leq 72$ )		
	Pre-test	53.84%	76.92%
	Post-test	69.23%	100%

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Improvement	15.39	23.08%
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According to the data table 2, post-test is bigger than pre-test. It means that there is a significant improvement of the improving students vocabulary after being taught by using digital storytelling. The improvement can also be seen from the number of students who can pass the successful criteria.

In the process of applying digital storytelling, most of the students participate in the learning process. The researcher concludes that students were more interested in the digital storytelling method. They are excited to learn and enjoy the learning process.

Based on the result above, the researcher concludes that digital storytelling can improve the students' vocabulary mastery. The improvement can be examined from the result of the observation sheets and the score of students.

#### 4. CONCLUSION

After finishing the research, the researcher could draw the conclusion of the use of digital storytelling to improve the students' vocabulary of the Nursery Banana students of apple tree pre-school Samarinda year of 2022/2023. The researcher could conclude based on the finding's discussion of the previous chapter; they are:

The use of digital storytelling in teaching vocabulary can improve the students' vocabulary of the Nursery Papa Class at Apple Tree-Preschool Samarinda in the academic year of 2022/2023. The percentage score of the students who had passed the standardized score is really good, those are from 69.23 % in cycle 1 up to 100% in cycle 2. In addition, the result shows that the mean of post-test findings in cycle 1 and cycle 2 are higher than the passing successful criteria of Nursery Papaya Class, because the passing grade is 70. So, there is a significant improvement after using digital storytelling as media in vocabulary mastery.

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