

UNDERGRADUATE THESIS
IMPROVING MEMORY OF ENGLISH VOCABULARY MASTERY BY
USING STORY BOOKS



By

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**IMPROVE MEMORY OF ENGLISH VOCABULARY MASTERY BY
USING STORY BOOKS**

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ABSTRACT

Linda: Improve Memory Of English Vocabulary Mastery By Using Story Books. *Undergraduate Thesis Majene: Faculty Of Teacher Training And Education, Universitas Sulawesi Barat, 2025.*

This research aims to determine whether the use of story books media can improve the English vocabulary mastery of sixth-grade students at SD Inpres AHU Tappalang Barat. The researcher employed a quantitative method with a pre-experimental one-group pre-test and post-test design. The subject of this study consisted of all sixth-grade students, totaling 8 participants, selected using stratified sampling technique. Data collection was conducted through tests in the form of pre- tests and post-tests, both written and oral. Data analysis techniques included Paired Sample T-Test and Independent Sample T-Test using the SPSS application. The results showed that the average post-test score was 72.67, which was higher than the pre-test average score of 47.73. The significance value (Sig. 2-tailed) was $0.000 < 0.05$, indicating that H_a was accepted and H_0 was rejected. Based on these findings, the researcher concluded that the use of story books as a learning medium is effective in improving the English vocabulary mastery of sixth-grade students at SD Inpres AHU Tappalang Barat.

Keywords: Story Books, English Vocabulary

INDONESIAN ABSTRAK

Linda: Improve Memory Of English Vocabulary Mastery By Using Story Books.
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Penelitian ini bertujuan untuk mengetahui apakah penggunaan media story books dapat meningkatkan penguasaan kosakata Bahasa Inggris siswa kelas VI SD Inpres AHU Tappalang Barat. Peneliti menggunakan metode kuantitatif dengan desain pre-eksperimental one group pre-test dan post-test. Subjek dalam penelitian ini adalah seluruh siswa kelas VI yang berjumlah 8 orang, dengan pemilihan sampel menggunakan teknik stratified. Pengumpulan data dilakukan melalui tes berupa pre-test dan post-test dengan instrumen berbentuk soal tertulis dan lisan. Analisis data menggunakan uji Paired Sample T-Test dan Independent Sample T-Test dengan bantuan aplikasi SPSS. Hasil analisis menunjukkan bahwa nilai rata-rata post-test yaitu 72,67 lebih tinggi dibandingkan dengan nilai rata-rata pre-test yaitu 47,73. Nilai signifikansi (Sig. 2-tailed) sebesar $0,000 < 0,05$, sehingga H_a diterima dan H_0 ditolak. Berdasarkan hasil tersebut, peneliti menyimpulkan bahwa penggunaan story books sebagai media pembelajaran efektif dalam meningkatkan penguasaan kosakata Bahasa Inggris siswa kelas VI di SD Inpres AHU Tappalang Barat.

Kata kunci: Story Books, Kosakata Bahasa Inggris

CHAPTER 1

INTRODUCTION

A. Background

Vocabulary is one of the key components in language learning, serving as the fundamental basis for communication skills, both spoken and written. According to Evy (2021), vocabulary is an essential element of the language system that needs to be learned. In English learning, mastering vocabulary is crucial. Adequate vocabulary proficiency is necessary for students to understand texts, construct sentences, and communicate effectively in English. However, despite its significant role, many students struggle to remember and acquire new vocabulary. One of the main reasons for this is repetitive learning methods and unengaging learning materials, which make the learning process dull and less enjoyable.

Vocabulary plays a vital role not only in communication but also in learning, as well as in personal and professional development. A person with a broad vocabulary can express their ideas and thoughts more clearly, making communication more effective. Additionally, reading and writing skills were highly dependent on vocabulary mastery. The more words a person knows, the easier it is to understand texts and compose well-structured writing. In academic and professional settings, having a rich vocabulary is extremely helpful in conveying ideas effectively, whether in presentations, reports, or discussions. Moreover, a strong vocabulary enhances critical thinking skills, as word choices influence the way individuals analyze and solve problems. With good vocabulary mastery, individuals gain confidence in communicating in both formal and informal situations. Therefore, expanding vocabulary is a crucial step in self-development.

In English learning, especially vocabulary acquisition, students face various challenges that can impact their ability to write and read. A common issue is the lack of interaction and reading activities in the classroom, leading to limited vocabulary knowledge. Additionally, students struggle to memorize new vocabulary, particularly because English contains many words with

multiple meanings, as well as words that have the same meaning but different forms.

Students' difficulties in improving their vocabulary were not only caused by their ability to understand and memorize words but also by their lack of interest in learning English. To address this issue, teachers need to update their teaching techniques or methods. Furthermore, they should revise learning materials or incorporate engaging content to enhance students' vocabulary and interest in learning English, particularly in vocabulary learning.

Given the challenges faced by students in learning English, diverse methods and materials were needed. Researcher have conducted various studies to identify the most effective strategies and materials for improving vocabulary acquisition. Several studies have found that specific methods can help students expand their vocabulary. For instance, Huda (2024) utilized the role-play method to enhance students' vocabulary, while Sigit (2018) employed hand puppet media for the same purpose. Another approach, proposed by Rostina (2020), involves using chain message games with picture media to improve vocabulary learning.

In addition to the findings of this study, when observations were made by researcher, it can be revealed that students' lack of interest in reading contributed to their limited vocabulary. In learning English, they also have difficulty understanding the meaning of words with many definitions or different words with the same meaning. These challenges not only affect comprehension but also highlight the importance of making the learning process interesting and fun. Therefore, this study was be conducted in elementary schools to improve English vocabulary mastery using story books.

Story books as a medium for vocabulary learning offer numerous benefits, one of which is their ability to stimulate students' imagination and creativity. Through reading stories, students can visualize different situations and characters, helping them grasp new words in a more engaging context. Moreover, captivating stories create an emotional connection with readers, increasing their interest and involvement in the learning process. This makes it easier for students to remember the vocabulary they learn, as storytelling

integrates emotional and imaginative elements that strengthen memory retention.

Furthermore, using storybooks in vocabulary learning helps cultivate reading habits among students. Developing reading habits is essential because it not only expands vocabulary but also enhances overall reading skills. Students who actively participate in story-reading activities tend to be more motivated to learn and become familiar with various text types. This process is more enjoyable and relevant to their daily lives, as the stories often depict familiar situations that were easy for students to understand. Eventually, these reading habits was shape students into independent and critical learners with the ability to explore information on their own.

Thus, incorporating storybooks as a vocabulary learning tool can significantly enhance the overall English learning process. Storybooks provide students with the opportunity to understand vocabulary in a broader context, which not only aids in word retention but also strengthens their communication skills. This method can also foster a more enjoyable, interactive, and relevant learning environment. Therefore, integrating storybooks into vocabulary learning programs in elementary schools is a highly strategic and effective approach to improving students' English proficiency holistically.

Several types of storybooks have been used in previous research to improve students' vocabulary. According to Widyahening (2021), folklore media has proven to be successful in enriching students' vocabulary. Additionally, storytelling with folklore has also been utilized to enhance students' vocabulary (Arifin, 2023). In another study, Indriastuti (2015) used audio-based folklore as a tool for vocabulary learning. Based on these studies, this research was use picture storybooks with a thematic approach as a medium for vocabulary instruction among students.

Based on the explanation of storybooks and the selection of storybook themes through comparisons from several previous studies. The researcher was conduct research at AHU Elementary School in West Tappalang. The title of the research that was be carried out by the researcher is, **"Improve English Vocabulary Memory By Using Story Books"**.

B. Problem Identification

1. Students' interest in reading books is very lacking, which causes their vocabulary to decrease.
2. Students have difficulty understanding the meaning of vocabulary that has various meanings.
3. Lack of student awareness of the importance of learning English.

C. Limitations and Problem Formulation

This study focuses on improving vocabulary through the use of story books among elementary school students. The research questions were as follows:

1. Does storybook use significantly improve students' vocabulary?
2. How does vocabulary retention in students who use storybooks compare to those taught through conventional methods?

D. Research Objectives

1. Determine the effectiveness of storybooks in improving vocabulary memory.
2. Compare vocabulary retention between students who were taught using story books and those taught using conventional method.

E. Benefits of Research

1. Theoretical Benefits

This study aims to contribute to the understanding of effective vocabulary teaching methods, especially the role of storybooks in improving language acquisition.

2. Practical Benefits

The findings from this study can provide educators with innovative strategies for teaching vocabulary, encouraging students to engage with the language in a more meaningful way.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research conducted by the researcher using a pre-experimental method with a one group pre-test and post-test design, the findings were as follows:

1. The results of the study show that there is a significant improvement in students' vocabulary mastery after using story books as a learning medium. This is evidenced by the results of the paired sample t-test, which produced an average score of 62.50000, with a significance value (two-sided Sig.) of $0.000 < 0.05$, indicating a significant difference between the pre-test and post-test results. The pre-test scores ranged from a highest score of 70 to a lowest of 20, while the post-test scores improved, with the highest score being 100 and the lowest 53.
2. Based on the analysis, students who were taught using story books showed better vocabulary retention compared to those taught using conventional methods. This is evident from the significant difference in scores before and after the use of story books, as well as the overall higher post-test scores. Therefore, the use of story books as a learning medium can effectively help students remember and master English vocabulary.

B. Suggestion

Based on the conclusions written by the researcher above, the researcher would like to provide the following suggestions:

a) For English Teachers

The researcher would like to offer input and suggestions to English teachers in schools. It is essential for teachers to be more creative and engaging in delivering lessons so that students' interest in learning English increases. It's not just about how the material is presented, but also about recognizing that students can easily become

bored during the learning process. Therefore, teachers should manage classroom time more wisely by using interesting and interactive learning methods, such as **story books** media, which have been shown to be effective in enhancing students' vocabulary mastery and engagement.

b) For Students

Students were encouraged to increase their enthusiasm and interest in learning, especially in English. As an international language, English plays a significant role in higher education and the workplace. Therefore, students must take their learning seriously by expanding their vocabulary and practicing consistently in class, so that their English vocabulary becomes richer and more effectively retained.

c) For Future Researchers

The researcher hopes that this study can serve as a useful reference for future researchers. It is expected that others can build upon and further develop the findings of this research, thereby expanding knowledge and insights in the field of English language education, particularly in vocabulary development.

These were the suggestions that the researcher can convey. Hopefully, this thesis was provide meaningful contributions to the field of education, especially for the Faculty of Teacher Training and Education, English Language Education Study Program, Universitas Sulawesi Barat.

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