

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter includes relevant studies and provides a review of the literature. The researcher looks at a few hypotheses that serve as the study's conceptual frameworks in the reviews of related studies and the literature.

2.1 Definition of Storytelling Techniques

Storytelling techniques are a method that the teacher uses in the process of teaching and acquiring knowledge. The teacher will provide story, and students will retell the story and try to distribute the information. According to Alkaf (2017), storytelling is the delivery of a story that will contain fun characters and include moral values that can be applied by learners on a daily basis (Jessica Neolaka et al., 2021). Students can be encouraged to share their experiences and gain knowledge from the stories, knowledge, opinions, and morals of others by using storytelling strategies (Gumelar, 2018).

In the story to be effective in the learning process, the teacher should tell it using these five sequence components. Eck (2006) cited Morgan and Dennehy as delivering those five successive components:

- a. The environment will be explained at this point so that the audience can visualize and comprehend the story's internal details. This includes time, place, characters, and context.
- b. A build-up is a series of events aimed to inform the audience to approaching action (usually a conflict of some kind). This draws interest, storyline, and focus.
- c. Crisis: This stage means the conflict that happens in those stories and also proves some point about how to solve the conflict in stories. This stage means the conflict that happens in those stories and also proves some point about how to solve the conflict in stories.
- d. Learning: This stage will determine how the students understand the story. Through this story, the students will try to learn the course of the story.
- e. The story will include the characters behavior, awareness, and abilities, and the audience will understand the story depending on how the storyteller tells it.

2.2 Benefit Of Storytelling Techniques In Learning

There are also some benefits that can be implemented in teaching through the use of storytelling techniques. These benefits were resumed by Rahmawati (2017) and by many researchers who considered teaching and learning storytelling (Mujahidah et al., 2021):

1. Helping the Formation of Personal and Moral

Storytelling will enhance students vocabulary. In the learning process, a good story can make students relax and reduce their fears because they are entertained and enjoy their story.

2. Raising Students About Knowledge and Verbal Skill

Storytelling techniques also engage students on a level that many teaching methods do not. Not only do students try to hear the information, but they are also immersed in the content to deepen their emotional and personal connections, as well as their visual imagery. The fact that stories raise the students emotions adds to their learning effectiveness because learning experiences associated with emotions are more easily stored and recalled.

3. Increase student interest

After using storytelling as a medium to learn through folktales from Thailand, it can increase students interest in the story because they don't know the full story and also how we, as teachers, can explain and retell the story to our students in a good way.

4. Through storytelling, it offers an enjoyable learning situation. In such an enjoyable and fun situation, students will learn better because they will be highly motivated to be involved in the teaching and learning process.

5. Increase students imagination and fantasy

Students' imaginations can be increased by using storytelling techniques that connect the subject to the story.

2.3 Vocabulary Masters Thorough Storytelling

Vocabulary masters, through storytelling, provide the meaning and representations of full text that characterize picture, enabling EFL students to develop their impressions visual, mental, and language. According to Pantelo (2017), storytelling can help the students learn more, understand the message of the story, and construct meaning (Gao et al., 2023). In addition, according to Trimastuti and Christinawati (2018), storytelling

is a useful method to develop students vocabulary since stories provide many new words that learners can learn to develop their language proficiency (Jessica Neolaka et al., 2021). It has also been established that storytelling with any media support helps EFL students become more motivated and interested in studying English since the use of multimodal ensembles draw students in and make them more involved in the learning process.

Teaching vocabulary is one of the essential components in developing the four language abilities. Jordan in Anggriani (2012) explains why teaching vocabulary is such a crucial part of teaching English since it affects all four language skills and is connected to all aspects of language development (Bhakti & Marwanto, 2018). According to Wallace in Nilawati (2009) (Bhakti & Marwanto, 2018), Educating vocabulary should take consideration for the following aspects:

1. Aims

Making it easier for the teacher to create the lesson plans that the students will learn is the goal of teaching vocabulary. Considering that the foundational knowledge required for learning English as a second language is vocabulary.

2. Teacher Strategies

The quantity of vocabulary words that must be acquired is up to the teacher. If the students pick up a lot of new vocabulary, they will become confused or discouraged. As a result, the teacher should use new vocabulary that is simple for the students to comprehend. Each teacher needs to be aware of each student's ability to learn new content.

3. Teacher Material

In teaching the vocabulary, the teacher must choose the proper word that is familiar and what students really need in communication. This will help both the teacher and the students understand the material.

4. Teacher Explanation and repetition.

The teacher must explain things in a simple way and repeat words that sound or look unclear. The teacher must give the students more practice to repeat some words so they can make good progress.

5. Meaningful Presentation

In teaching vocabulary, the teacher must prepare some words that will be used, have a clear meaning, and be easy to understand with the student.

6. Teacher Situations

The students are instructed by the teachers to use the words appropriately. Word choice is influenced by the context in which they are employed as well as the audience. By expanding their vocabulary, students who are widely educated will be able to automatically understand what others are saying.

2.4 Teaching Vocabulary For EYL (English Young Learners)

There are some techniques that can be used to teach vocabulary during the learning process. While teaching vocabulary, the teacher must have an interactive method and also use media to enhance student interaction and motivation for learning. Allen in Setiawan (2010) (Bhakti & Marwanto, 2018) provides some specified and selectable vocabulary teaching strategies. They are listed in the following order:

1. Teacher Demonstration

The demonstration technique is the performance of gestures and actions. The instructor has access to actual tools and directives. The instructor may use actual classroom items, like doors, windows, clocks, and desks, to illustrate the lesson. A teacher may give a command to the class, asking them to touch a pen, point at a picture, or perform some other task.

2. Visual Aids

Visual refers to something that is observable. When teaching vocabulary, a teacher can use visual aids to help students see and recognize the objects more clearly. Besides that, students' learning of vocabulary may be made more interesting by visualization.

3. Verbal Explanation

Translation and definition can be used to carry out verbal explanation. To demonstrate the meaning, the teacher can use vocabulary that the students are already familiar with, definitions in plain English, and explanations in their native tongue. For example, the definition of the word umbrella can be given along with information about its typical usage and appearance.

4. Teacher Word List

Through word lists, teachers can be more prepared to explain the material the use of words must be relevant and appropriate for students to increase their vocabulary mastery.

2.5 Advantages of Using Thai Folktales

When implemented into language learning, Thai folktales provide a meaningful context for enhancing vocabulary learning. The cultural familiarity of these tales can enhance students comprehension and understanding of new languages. Through Thai folktales that raise emotions and convey values, this emotional engagement enhance students' interest and involvement in the learning process. When students emotionally connect with the stories, they are more likely to remember the vocabulary associated with the characters, settings, and events, leading to better retention.

Through folktales, we can engage students imagination and emotions, making the vocabulary more meaningful and memorable. Students can understand and retain the words more effectively when they encounter them in any kind of folktale. Folktales also expose students to a wide range of vocabulary words, including both common and more specialized terms. By encountering diverse words in different contexts, students can expand their vocabulary and improve their overall language. Folktales are engaging and memorable, making achieving new vocabulary more effective. When students encounter new words within an enjoyable and memorable story, they are more likely to retain and recall those words in future contexts.

2.6 Previous Study

Review of the previous study is made in order to avoid plagiarism. This study provide to explore the impact of using storytelling techniques, specifically adopting Thai folktales, to enrich the vocabulary of elementary school students in Thailand. The first study is from Nur Farhanah Abu Hassan and Arifin Mamat (2017) with the title “*The Effects of Storytelling on Primary Students’ Arabic Vocabulary Acquisition and Interest*” the researcher wants to determine the effectiveness of storytelling in enhancing students’ Arabic vocabulary acquisition and interest in the technique. This article reports on a quasi-experimental was carried out with 24 Primary 6 students over a period of one and a half weeks at a well established madrasah in Singapore. This study also address the research questions, the study used descriptive statistics, independent samples t-test

and paired samples t-test. The main observations were: i) the control group obtained a higher mastery of Arabic vocabulary after the experiment was conducted, which was due to their relatively higher academic ability; ii) the two groups had unequal ability from the very onset of the study; iii) based on Cohen's d effect size of 3.68, the storytelling technique had a tremendous effect on the treatment group's Arabic vocabulary acquisition; and (iv) students expressed a general interest in storytelling as a means of learning Arabic vocabulary where a majority (83%) liked storytelling as a method to discover new words. The study made some recommendations on how teachers can improve their practices of storytelling to increase students' learning of Arabic vocabulary.

The second previous study is from, Sektalonir Oscarini Wati Bhakti and Marwanto (2018) with the title “*Vocabulary Mastery by Using Storytelling*” the researcher wants to investigate the vocabularies mastery students of Diploma III Architecture of Samarinda through storytelling. The researcher provide some obstacles found in learning English through performing storytelling in the class such as the suitable material and text for the students, the lack of ability of the students and the teacher in conducting story as well as the readiness and the nervousness of the storyteller and also find how to improve vocabularies. From this research the researcher shown from the test, it could be concluded that the highest score was 92 got by one (1) student while the lowest score was 46 got by one (1) student. Meanwhile, the average score was 78 that classified fair (B). There were two (2) students who got below 50 that classified Fail. The results show that even the students' English mastery were satisfied but the students still need to practice how to tell the story in a good way so that they will master in all aspects.

The third previous study is from, Ya-Ling Gao, Inda Ismawati, Cucu Sutarsyah, Ari Nurweni (2019) with the title “*TEACHING VOCABULARY USING STORYTELLING*” the researcher wants to find out whether there was a statistically significant increase of the students' vocabulary achievement after the students were taught through storytelling. In this research was One group pretest and posttest design. The data were obtained from the pre-test and the post-test. The result showed that there was a statistically significant increase of students' vocabulary achievement with the significant level ($0.00 < 0.05$). This suggests that teaching vocabulary using storytelling leads the students to be actively involved in learning and helps the students improve their vocabulary mastery.

The fourth previous study is from, Erniyanti Nur Fatahhela Dewi, Nindya Hasanah, Muhammad Faishol Nurul Huda (2022) with the title “*Enhancing Students' Vocabulary*

Through Story Telling” the research wants to obtain empirical evidence about the effectiveness of using storytelling on students' vocabulary achievement of describing things around us. In this regard, the population was seventh-grade students of SMP PGRI 1 Ciputat. Moreover, the study sample consisted of 25 students from the VII-7 class in the Experimental Group and 25 students from VII-8 in the controlled group. The research instrument was a test that consisted of pretest and post-test forms. The technique used in collecting data was quantitative with t-test. The result of this study showed that the use of storytelling is effective on students' vocabulary. It can be seen from the result of the calculation that the students' score in the experimental class was higher than controlled class. Based on the calculation of the t-test that H_0 was rejected and H_a was accepted as formulated if $t_o > t_t$. Based on the calculation, the result of t_o was higher than t_t , which was $2.778 > 2.021$. It can be concluded that the students who learn vocabulary using storytelling had a significant effect on vocabulary compared to those who did not learn vocabulary by using storytelling.

From all the previous study above, there are the similarities and differences with the research of the researcher. The similarity between previous study and this research is using Pre-test and Post-test, quantitative as research design. In other similarity this research have an same focus that using storytelling techniques to enhance students vocabulary. The differences between previous study and this research is the general focus topic is the same is using storyteling techniques to enhance students vocabulary but in this study is ore specific that is using storytelling techniques adopting Thai folkales to enhance students vobucalry. And the sujet for this study is for the elementary school students.

