

The Effect of Using Storytelling Techniques Adopting Thai Folktales to Enhance Students Vocabulary in Thai EFL Elementary School

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ABSTRACT

These objective aim to provide a comprehensive understanding of the effectiveness and potential benefits using storytelling techniques drawn from Thai folktales in enhancing students vocabulary in Thai elementary school. By achieving these objective, the study aims to contribute valuable insights to engage education practices and provide evidence based recommendation for educators seeking to improve vocabulary instruction in EFL contexts. The method used was quantitative, quasi-experimental as a research design; The method and instrument involved numerical measures and statistical quantitative. In this study, we will use two classes: an experimental class for grades IVA and IVB as a control class. The writer will conduct eight meetings: two meetings for conducting the pretest and posttest for the experimental class and control class; Two meetings for implementation to give the treatments in the experimental class; Two meeting for not implementing the control class; And the last two meetings will focus on assessing the performance of storytelling for those two group. The data showed that the mean score of the pretest in the experimental class was **67,5**, while the mean score of the pretest in the control group class was **65**. Meanwhile, the score of the posttest in the experimental class was **77,5**, and the mean score of the posttest in the control group class was **67,9**. From the data analysis, we can conclude that the vocabulary of the students using storytelling techniques and adopting Thai folktales in the experimental class that was given by the teacher.

Keywords: storytelling, Thai folktales, vocabulary

INTRODUCTION

Students who have mastered language will consequently naturally be able to grasp what others are saying. In other words, students should be proficient in vocabulary in addition to grammar, spelling, and pronunciation. Consequently, vocabulary education must be included in the process of teaching English. According to Thornburry (2016), very little can be said without grammar, and nothing can be said without vocabulary (Nur et al., 2022). Students must be patient and anticipate struggling because English has many different forms, pronunciations, vocabulary, sentence structures, situations, and cultures. Without vocabularies, language learners will become lost, confused, and unable to communicate their thoughts and feelings through speaking, reading, writing, and listening. Teaching vocabulary involves more than just letting kids learn and then recall words, it also involves teaching them how to comprehend and use those words in context. Understanding English vocabulary is a fundamental and necessary learning requirement.

Creating an interesting learning folktales are one way to foster interactive learning. Folktales in general are stories that tell about the background stories of some areas in each country, including some of the culture or community. According to Lwin (2015), folktales are useful for language learners to develop cultural awareness and understand the language (Rahman et al., n.d.). The folktale stories are usually told orally, serving as a means of entertainment, education, and expanding the students teaching of folktales using Thai folktales with the participants. In this study, Thai people are familiar with the stories in their own language, so it is essential to foster the practice of storytelling in English. Through folktales, the students can learn how to summarize the story and try to understand the folktales, which will show their meaningful language engagement.

Creating an enjoyable learning environment is highly recommended since students achievement in the learning process is also greatly affected by the teacher's techniques in teaching. According to Hornby (1995), teaching is a way of how we as teachers try to give the students the best instruction, such as to learn knowledge and increase their understanding (Hidayati et al., 2019a). Moreover, an enjoyable learning environment will encourage the learners to do meaningful learning. The meaning of full learning will lead to better attention than role learning. One of the ways to create engaging learning is to use storytelling techniques as a teaching technique. Storytelling is one of the techniques that can be used in learning English to increase the vocabulary of young learners. Students can learn more effectively with the use of storytelling approaches since they will be highly motivated to participate in the teaching and learning process. Because their teachers recently asked them to try to convey one of their everyday activities or another activity story, it is likely that storytelling techniques might help students improve their vocabulary. The benefit that students get from the use of these learning techniques is that they are predicted to participate more actively in class, be motivated, and like learning English. Additionally, storytelling helps children learn in a positive way while also increasing their interest in certain topics. According to Lohing et al. (2022), It seems that using storytelling strategies aids in language competency development, employing storytelling strategies teachers can assist students in enhancing their vocabulary acquisition. (Nur et al., 2022).

By investigating the effect of using storytelling techniques adopted through the incorporation of Thai folktales on students' vocabulary development in Thai elementary schools, this study seeks to close this research gap. Insights on how to create and implement language instruction methods that make use of the power of storytelling and Thai folktales to improve students' vocabulary can be gained by educators through investigating the effects of using storytelling techniques. One of the activities that may be utilized to teach English to young learners in order to improve vocabulary is storytelling. This study took into account the fact that the participants' abilities to communicate or tell stories in English would improve. The most important component of golás is for participants to become more familiar with their culture and contribute to its preservation by sharing folktales. This kind of investigation that the researcher does in this study is to try to find the effect of applying storytelling

techniques, adopting Thai folktales, and compared with applying storytelling techniques but using English stories in general, on increasing students vocabulary, especially for primary students in Thailand. In this study, the researcher tries to make it different from the other researchers with those points.

This study aims to fill this research gap by exploring the impact of using storytelling techniques, specifically adopting Thai folktales, to enrich the vocabulary of elementary school students in Thailand. This research also maintains that the story would be properly narrated in the mother tongue, Thai, to accommodate their understanding (Uysal & Yavuz 2015) (Khamsuk & Whanchit, 2021). By exploring the impact of these techniques, teachers can learn more about how to design and implement language learning strategies that make use of storytelling and Thai folktales to improve students vocabulary. The result of this study can contribute to the development of effective strategies in teaching and improve the learning vocabulary mastery of elementary school students in Thailand.

RESEARCH METHOD

The researcher, in this study conducted quantitative research. It was reasonable to use a quasi-experimental design; according to Arry (1985; p. 26), a research study using a quasi-experimental design involves the modification and control of one or more independent variables, followed by observation of the pendants variable for change that is dependent with the impact of the dependent variables (Hidayati et al., 2019b). The researcher's use of this quasi-experimental design is to know the effect of using storytelling techniques through Thai folktales to improve students vocabulary in a Thai EFL elementary school. By using this quasi-experimental design, the researcher's purpose is to find variables involving the control group as well as the experimental group. This can provide insights into the real-life effectiveness of the intervention as it reflects the diverse educational contexts in which students are taught.

RESULTS AND DISCUSSIONS

A pretest is carried out to measure the basic vocabulary of students before the provision of the treatment that will be carried out by the researcher. The pretest questions given amounted to 15 questions with the topic Describing Around Us (Place, Activities, and Animals). Pretests will also be given to experimental groups (4A) and control groups (4B) with the same question model and the same number of questions. After the pretest has been given, the next step is to treat the treatment, namely applying English learning using Thai folktale stories with storytelling techniques, which will only be given to experimental classes, namely class 4A. After all the treatments are carried out, the last step is the provision of posttests that will be given to the two groups, namely the experimental group (4A) and the control group (4B), with the same type of questions and the same number of questions.

This research will be conducted in eight meetings, where one meeting is for the implementation of the pretest for the experimental class (4A) and also the control group (4B). Then there are two meetings, one for the experimental class and another

for the control group class. Then, at the last meeting, there will be one meeting for the experimental class and also for the control class. This subject in this research is students at Ban Elert elementary school in Phukradeung, Loei, Thailand.

In this research, there were eight meetings. In the first meeting, the writer gave a pretest for the students in grades 4A as an experimental group and 4B as a control group. The question of the pretest will be regarding the topic that the writer used for this research (places, activities, and animals). There were Thai folktale stories in general, including *"Horse-Faced Women"* and *"Frightened Rabbit"*. The next is the second meeting. In this meeting, the writer will give a presentation for class 4A as an experimental group. In this meeting, the writer will explain how the storytelling techniques will work, and the writer will let the students try to understand the Thai folktales story, including the character, place, story, meaning, and also the unfamiliar words that they still don't know. The story used by the writer for the first meeting is *"Horse-Faced Woman."* This story is taken from Thai folktale stories that are familiar to students in Thailand. After they understand the content of the story and the basic vocabulary in English, the writer also provides several exercises that are still related to the content of the story to test the students' understanding of the content of the story they have read. The Thai folktales stories that the students read are given by the writer in writing in the form of papers printed out for each student so that they can follow the learning process well without losing the storyline and understand the meaning of the folktale story that has been given by the writer.

The next is the third meeting. This meeting is still held for class 4A as an experimental group. In the third meeting, the writer will tell another story. In this meeting, the activity that the writer gives is quite the same as in the second meeting. But the difference is that here the writer gives another story of Thai folktales, namely *"Frightened Rabbit"*. In this meeting, the writer will let the students try to understand the Thai folktales story, including the character, place, story, meaning, and also the unfamiliar words that they still don't know. The story given by the writer in this meeting is also in the form of papers printed out for each student, so that it can be easier for students to understand the storyline of *"Frightened Rabbit"* folktales from Thailand. The writer also provides several exercises that are still related to the content of the story to test the students' understanding of the content of the story they have read and the folktales that the writer gives so that they are still familiar with the story.

The next is the fourth meeting. In this meeting, the focus will be on students performing in class. It will be held for class 4a as an experimental group. The students will be presenting the Thai folktales that the writer gave before. The students can choose one of the stories between *"Horse-Faced Women"* and *"Frightened Rabbit"* to retell and show in front of their friends. Here, the students in class 4A, as an experimental group, are not only retelling the story, but they can also use some costumes to make it feel more real. This storytelling is one of the last forms of assessment for students about retelling two Thai folktale stories that the writer has given to assess whether they understand the content of the story and can retell it according to the understanding and English skills they have learned.

The next meeting is the fifth meeting. In this meeting, the writer will be held in Class 4B as a control group. In this group, the writer doesn't give a treatment using Thai folktales, but the writer here gives an English story in general that students are still familiar with. Same as the experimental group, the writer will give an explanation about how the storytelling techniques will work, and the writer will let the students try to understand the English story in general that the writer gives, namely "*The Bowman and the Lion*". Here, the writer will let the students try to understand "*The Bowman and the Lion*" English story, including the character, place, story, meaning, and also the unfamiliar words that they still don't know. After they understand the content of the story and the basic vocabulary in English, the writer also provides several exercises that are still related to the content of the story to test the students' understanding of the content of the story they have read. The English stories that the students read are given by the writer in writing in the form of papers printed out for each student so that they can follow the learning process well without losing the storyline and understand the meaning of the English story that has been given by the writer.

The next meeting is the sixth meeting. In this meeting, as before, the writer will give a different story, namely the "*Sleeping Beauty*" English story. This meeting is still for class 4B as a control class. In this meeting, the writer will let the students try to understand the "*Sleeping Beauty*" English story, including the character, place, story, meaning, and also the unfamiliar words that they still don't know. The English story given by the writer in this meeting is also in the form of papers printed out for each student, so that it can be easier for students to understand the storyline of the "*Sleeping Beauty*" English story. The writer also provides several exercises that are still related to the content of the story to test the students' understanding of the content of the story they have read and the folktales that the writer gives so that they are still familiar with the story. The English story that the writer gives is still familiar to students.

The next meeting is the seventh meeting. In this meeting, the focus will be on the students performing in class for 4B as a control group. The students will be presenting the two stories that the writer gave before, namely "*The Bowman and the Lion*" and "*Sleeping Beauty*," and the students can choose one of those two stories. Here, the students in class 4B, as a control group, are not only retelling the story, but they can also use some costumes to make it feel more real. This storytelling is one of the last forms of assessment for students about retelling one of the English stories that they will retell. The stories that the writer has given are to assess whether they understand the content of the story and can retell it according to the understanding and English skills they have learned.

The last meeting is the eighth meeting. In this meeting, the writer will focus on holding the test, namely the posttest. This posttest is the final test for students that will assess their understanding of the story that they have learned and their performance in front of the class together. This posttest will be for the two groups: class 4A as an experimental group and class 4B as a control group. The question of the

test that the writer will give to students is regarding all the stories that the writer has given during the learning process.

After conducting the test, the researchers calculate the result of the test pretest and posttest using SPSS. In this study, the authors will carry out a test of validity test, reliability test, differentiating power test, difficulty test, normality test, homogeneity test, and independent sample t-test. Here the result of the test:

a. Validity test

In this study, the researcher provides 40 questions to test before conducting the real test. Using SPSS, the researcher gets the result that the question item can be said if r counts $\geq r$ table. If the Sig value ≤ 0.05 then the question instrument can be said to be "Valid". If the Sig value ≥ 0.05 then the instrument can be said to be "Invalid". It can be seen from the result that the question items are calculated $> r$ table and are said to be valid totaling 16 questions.

b. Reliability test

Reliability test determines if the data collecting tool used to gather the information can be relied on to provide accurate results. When a respondent consistently answers the same questions on an instrument all through time, it's considered reliable. After being tested for validity by producing 16 valid questions, the question items were tested again with a reliability test. The following are the results of the reliability test of the question items:

Table I Qusetions Result Realibility Test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.800	.803	16

c. Differentiating Power Test

In calculating differentiating power test, the writer using SPSS. The following are the results of the instrument differentiating power test.

Table II Distinguishing Power Test Results of Question Items

Question Number	R count (Out SPSS)	The Power of Different Question Points
2.	0,485	Good
3.	0,428	Good
4.	0,393	Enough
7.	0,514	Good
8.	0,622	Good
11.	0,545	Good
20.	0,463	Good
21.	0,445	Good

24.	0,339	Enough
27.	0,497	Good
28.	0,467	Good
29.	0,372	Enough
30.	0,345	Enough
33.	0,541	Good
34.	0,416	Good
35.	0,375	Enough

We can know that there are 5 points of questions with sufficient distinguishing power interpretation, and there are 11 points of questions with good discriminating power interpretation. So from the 16 questions tested from the differentiating power, we can use 16 questions for test trials with notes that the 5 questions can be used but with a note of improvement in the questions.

d. Difficulty Test

The level of difficulty is a question item that indicates the percentage of students who correctly answered the question item presented. The difficulty level is calculated by using SPSS. The following are the results of the calculation of the difficulty level of the test instrument test questions that are adjusted to the classification of difficulty levels:

Table III Test Table Difficulty Test Questions

Question Number	Mean (OutPut SPSS)	Difficulty Level
2.	0,79	Easy
3.	0,76	Easy
4.	0,79	Easy
7.	0,88	Very Easy
8.	0,76	Easy
11.	0,62	Medium
20.	0,76	Easy
21.	0,76	Easy
24.	0,76	Easy
27.	0,74	Easy
28.	0,88	Very Easy
29.	0,91	Very Easy
30.	0,91	Very Easy
33.	0,79	Easy
34.	0,71	Easy
35.	0,76	Easy

After seeing the difficulty level of the trial questions, there are 11 questions that fall into the easy question category, 4 questions that fall into the very easy

question category, and 1 question that belongs to the very easy question category.

e. Normality test

In this study the researcher calculates the normality test using SPSS. From the result shown that the value (sig) of the pretest for the experiment class is 0.200, the posttest for the experiment class is 0.187, the pretest for the control class is 0.200, and finally the posttest for the control class is 0.200. From all the normality data that we have tested through SPSS that can be interpreted as student learning outcomes in pretest and posttest in the experimental class and control class, the distribution is "Normal".

f. Homogeneity Test

In this study, researchers used SPSS to test homogeneity data from pre- and posttest activities, following the steps of the homogeneity test using SPSS. From the result shown that above that Based on Mean has a value (sig) of 0.509, in Based on Median it has a value (sig) of 0.624, then in Based on Median and with adjusted df it has a value (sig) of 0.625, and finally in the column Based on Trimmed Mean has a value (sig) of 0.497. We can conclude from the homogeneity test table data that the data exceeds > 0.05 , so the distribution in this study is "Homogeneous".

g. Independent Sample T-test

If the data is normal and homogeneous, a parametric test in the form of a t-test is performed. Before calculating the t-test, the data obtained must be normally distributed. Because in this study it is normally distributed and homogeneous, it can use the independent sample T-test using parametrics. This research to calculate the t-test using SPSS, from the data result shown that the independent sample t-test refers to the basis of making the test decision that we get the value we get, which is 0.003. With the formula, if the score sig (2-tailed) < 0.05 , then there is a significant difference between learning outcomes in class A and learning outcomes in class B. It can be interpreted as saying that "Ha" is accepted and Ho is rejected. So it can be concluded that, with the statement There is a significant effect using storytelling techniques through Thai folktales to enhance students vocabulary for elementary students in Thailand, then the answer is "yes", there is a significant difference in using storytelling techniques through Thai folktales to enhance students vocabulary in Thailand.

In this section will be held a test namely pretest. The question of the test will be regarding of the topic that the research provides in this research. This pretest conduct is to know the last score of students' pretest means that to determine the level of mastery of English vocabulary possessed by elementary school students in grades 4A and 4B. The result in the information as shown in the following table:

Table IV The Students Pretest Score in Class 4A as a Eksperimental Group

No	Name	Score Pretest	Classification
1.	Students A	75	Good
2.	Students B	80	Good
3.	Students C	60	Fair
4.	Students D	70	Fair
5.	Students E	65	Fair
6.	Students F	75	Good
7.	Students G	65	Fair
8.	Students H	80	Good
9.	Students I	50	Poor
10.	Students J	75	Good
11.	Students K	70	Fair
12.	Students L	55	Poor
13.	Students M	85	Good
14.	Students N	60	Fair
15.	Students O	65	Fair
16.	Students p	85	Good
17.	Students Q	65	Fair
18.	Students R	50	Poor
19.	Students S	60	Fair
20.	Students T	70	Fair
21.	Students U	60	Fair
22.	Students V	65	Fair
Total		1.485	Mean: 67,5

From the result above, the researcher calculate using SPSS that the mean score of the pretest in the experimental class was 67,5. This score was used to measure the students vocabulary before the writer did this research and applied the treatment using storytelling techniques based on Thai folktales.

Table V The Students Pretest Score in Class 4B as a Control Group

No	Name	The Score of Pretest	Calssification
1.	Students A	55	Poor
2.	Students B	65	Fair
3.	Students C	80	Good
4.	Students D	55	Poor
5.	Students E	75	Good
6.	Students F	50	Poor

7.	Students G	65	Fair
8.	Students H	70	Fair
9.	Students I	50	Poor
10.	Students J	80	Good
11.	Students K	55	Poor
12.	Students L	60	Fair
13.	Students M	75	Good
14.	Students N	55	Poor
15.	Students O	75	Good
16.	Students p	80	Good
17.	Students Q	65	Fair
18.	Students R	55	Poor
19.	Students S	60	Fair
20.	Students T	80	Good
21.	Students U	65	Fair
22.	Students V	60	Fair
Total	1.430	Mean: 65	

Based on the result of pretest analysis in the table above, it shows that there are 22 students in each class grade 4A and 4B. From the table grade 4A as an experimental group we can conclude that 7 students got good, and 12 students got fair on those pretest, and for the last there are 3 students who got poor. Then for class 4B as a control group there are 7 students who got good and 8 students who got Fair in those pretest, and for the last there are 7 students who got poor. However, the average score of pretest for experimental group is 67,5, then the average score of pretest for control group is 65 from the overall students achieved of their vocabulary. It is described that the quality of the students' vocabulary mastery of experimental class is in Fair classification, that students got before the students given a treatment from the writer. It means they already have a sufficient vocabulary basics, but not in a good enough category and still need more learning to improve skills in mastering vocabulary. Here, the meaning of the sufficient category for grade 4 elementary Ban-Elert school students is quite low to receive vocabulary in English and needs to be improved to be able to master English properly and correctly. This classification based on Suharsimi Arikunto.

The researcher has given the posttest to know the students effect after use storytelling techniques adopting Thai Folktales as a treatment for the experimental class it is grade 4A. For the control class the researcher also gives the posttest but not with the treatments, in this class the researcher gives the students another English story in general that still familiar story with the Thai students. That was the result of the students' posttest in Experimental Class:

Table VI The Students Posttest Score In Class 4A as a Eksperimental Class

No	Name	The Score Of Posttest	Classification
1.	Student A	85	Good
2.	Student B	100	Excellent
3.	Student C	80	Good
4.	Student D	75	Good
5.	Student E	70	Fair
6.	Student F	85	Good
7.	Student G	65	Fair
8.	Student H	85	Good
9.	Student I	65	Fair
10.	Student J	85	Good
11.	Student K	80	Good
12.	Student L	65	Fair
13.	Student M	85	Good
14.	Student N	75	Good
15.	Student O	80	Good
16.	Student P	100	Excellent
17.	Student Q	80	Good
18.	Student R	65	Fair
19.	Student S	80	Good
20.	Student T	75	Good
21.	Student U	60	Fair
22.	Student V	65	Good
		1.705	Mean: 77,5

Based on the result of the posttest analysis in table above, it shows that there are 2 students got Excellent, 14 students who got Good, and for the last there are 6 students who got fair from the table. However, the total mean score is 77,5 from the overall students achieved of their vocabulary mastery with a treatment there are using storytelling techniques adopting with Thai folktales stories for students elementary Ban Elert school in Thailand. They got an improvement after getting some treatments by using storytelling techniques adopting Thai folktales.

Table VII Table Students Score Posttest in Class 4B as a Control Class

No	Name	The Score Of Posttest	Classification
1.	Student A	60	Fair
2.	Student B	70	Fair
3.	Student C	80	Good
4.	Student D	70	Fair
5.	Student E	75	Good
6.	Student F	60	Fair
7.	Student G	65	Fair
8.	Student H	70	Fair
9.	Student I	50	Poor
10.	Student J	80	Good
11.	Student K	60	Fair
12.	Student L	60	Fair
13.	Student M	75	Good
14.	Student N	65	Fair
15.	Student O	75	Good
16.	Student P	85	Good
17.	Student Q	70	Fair
18.	Student R	55	Poor
19.	Student S	65	Fair
20.	Student T	80	Good
21.	Student U	65	Fair
22.	Student V	60	Fair
		1.495	Mean: 67,9

Based on the result of the posttest analysis in table above, it shows that there are 7 students who got good, 13 students who got fair, and 2 students who got poor in their posttest. However, the total score is 1.495 from the overall students achieved of their vocabulary mastery without treatment but using English stories in general for students elementary Ban Elert school in Thailand. After determining the mean score of posttest without the treatment was 67,9 it could be seen that students' vocabulary mastery was in a Fair category. Based on Suarsimi Asrikunto.

From all the results this research got after doing the calculations for the result, we can conclude that students got improvement by gaining score before treatment and after applying the treatment. It proved that the students got improvement in their vocabulary mastery by applying using storytelling techniques adopting Thai folktales. The improvement can be measured by presenting the minimum and maximum score of pretest and posttest in experimental class. The minimum score of pretest in experimental class was 50 and the maximum score of posttest in experimental class was 85, beside that the minimum score of posttest in experimental class was 60 and the maximum score of posttest in experimental class was 100. The mean of pretest

was 67,5 and the mean of posttest was 77,5. Before giving a treatment the students got Fair category but after doing treatment by applying using storytelling techniques adopting Thai folktales the students got Good category, it means that there uses improvement with students' vocabulary mastery. But for the control group that uses English stories in general, we can see the score for the pretest was 65, and the score for the posttest was 67,9 So the score is lower than that of the experimental class, which uses storytelling techniques based on Thai folktales.

During learning process the writer found that he students also enjoyed studying and were encouraged to gain vocabulary using storytelling techniques. In class, students not only listen to the story given, but they also analyze, understand, and retell the story, supported by the use of costumes according to the story the student wants to bring. So we can see that in the learning process, students do not feel bored with the material presented, but it can increase their curiosity and understanding of Thai folktale stories that are showed by the writer. In addition, the findings of Srihasarn (2010) indicate that the students when they learn vocabulary using storytelling techniques adopting Folktales can be more encouraged to learn vocabulary to improve their intonations, pronunciations, knowledge about Thai folktales, understanding, and also have a fun learning process, (Tachom, 2021). Because in the learning process here, the writer focuses on students being centered in the classroom and contributing to the learning process. In the learning process, students will increase their memory skills and their understanding of learning basic vocabulary. The story that the writer gave is a familiar story for students, that is Thai folktales story to learn and practice vocabulary repeatedly with their classmates in learning process. According to (Kuntung 2007) said that students agreed that using storytelling techniques assisted students in remembering and understanding the meanings of unfamiliar vocabulary, (Tachom, 2021).

In this research the writer also has do a repetition during learning process, because through repetition the students will be easier to remember each word that unfamiliar with the students. Because of that repetition the students can improve their remembering skill and can increase their basic vocabulary in learning English. Repetition also encourages participation in narration of stories, providing a kind of practice of style the stories in a meaningful context, regarding of (Agab, et al., 2020; Dehham, et al., 2021), (Ismail Ibrahim et al., 2021). In this research for students in Ban Elert school Thailand, still many vocabularies that they had not known. Some of the students still don't have the basic things to learn English, because of this situation when the researcher applying this research its can make the learning process, went smoothly. So the teacher must be let them know about the folktales story and also the vocabulary one by one until the students get remembering and understanding about the vocabulary. Because of this conditions were causing an effect for students score in learning Vocabulary of English, even thought that already got Fair score, but a lot of students still have a lack of vocabulary while learning English.

By the result of it, the way to solve the problems was used of several strategies during learning process to improve elementary students' vocabulary mastery. It was through this research using storytelling techniques adopting familiar Thai folktales. It

was supposed that this strategy able to improve students' vocabulary. This strategy focuses on vocabulary inside of the stories that the students familiar with, and the writer want to know about the word that their curious and get interested in. This strategy make the students interested with the English language. Storytelling techniques make students have to understand about the whole stories that the writer give for them and they must be more active for share their ideas and show it to in front of their friends. So, it makes students motivated to learn vocabulary because they are interested with what the stories are that they must be action especially using Thai folktales stories that familiar with them.

After the researcher applied Thai folktales as a media to learn vocabulary in English, the researcher found that some of students seems to be appealing in doing the vocabulary test. It can be proved by the score and analyze. After calculating and analyzing the data, the researcher found that the result showed Thai folktales story can improve elementary students' vocabulary then using English story in general. The result was proven by the improvement of students score after the research held pretest and the score in posttest after giving the treatment. This was surely improving students' vocabulary in the use of storytelling adopting Thai folktales, there were main advantages as follows:

1. Students don't become tired with the learning activities because they are engaging.
2. Because the writer presents the story in script style, it is easier for the students to understand the words presented.
3. The learning process is enjoyable and interesting for the students.
4. The students are also proficient in word spelling.

Additionally, other studies have demonstrated that folktales can help students become more competent in vocabulary, and this research has confirmed this. The fourth A and B grade elementary students of Ban Elert school in Loei, Thailand, are the subject of this study. Researchers use Thai folktale stories to improve students' vocabulary mastery. It allows for the telling of stories to students, receiving their reactions in the form of laughter, sadness, and enthusiasm, and anticipating their movements, all of which can support the emotional and social development of a child, (Ali, et al., 2019;Hadi,et al.,2020) (Ismail Ibrahim et al., 2021). Therefore, using folktales story is recommended as good strategies in teaching.

Furthermore, it appears that students are more focused and engaged in learning English, particularly when it comes to the use of storytelling strategies that combine tales from Thai folktales, as this method has been shown to have an impact on students' vocabulary.

CONCLUSION

The research of data analysis showed that the effect using storytelling techniques adopting Thai folktales is able to help students to improve their vocabulary rather than using English stories in general to improve students' vocabulary. The data analysis test also showed that there was a difference between the students' improvement before the treatment, it was proved by the development of

mean score from **67,5** on the pretest and **77,5**, on posttest for experimental class. Then the means score for control class was **65** for pretest, and **67,9** for posttest. From the result, we can see that the experimental class showed improvement when applying the treatment using storytelling techniques. Adopting Thai folktales can increase students vocabulary more than using English stories in general. In this research, it was shown that by using storytelling, adopting Thai folktales was able to improve the vocabulary mastery of the students at Ban Elerth School, Thailand.

The researcher can see how the students' effects towards the use of storytelling techniques using Thai folktales rather than using English stories in general to improve students' vocabulary mastery. It shows that using Thai folktales was not only to get their familiar stories and have fun learning but also to provide excellent practice by using storytelling techniques to improve student vocabulary mastery. Through using storytelling techniques in this research will get students activeness in improve their action and their skill when try to understand the Thai folktales. Adopting Thai folktales is considering very effective to get their familiar story and the researcher indirectly add an element of fun and active learning to practice their vocabulary.

The purpose of using storytelling techniques adopting familiar Thai folktales rather the using English stories in general to make the material more interesting, being a students centered, enjoyable learning, and also challenging especially in introducing new vocabulary. Using storytelling techniques adopting Thai folktales is one of the funny method to teach elementary student when they learn English vocabulary in basic. Thai folktales that the researcher use for this research is a familiar folktales stories that students know and easy to understand the stories. These Thai folktales not only let the students try to memorize a word, letter by letter but also students be brave in speaking in front of their friend in class. More ever students not only improve their vocabulary but also they are able to practice either in speaking or understanding the meaning, understanding the story, and also how the word is used in the sentences.

The researcher concludes that all of students were very interesting during learning process in class while using storytelling techniques adopting Thai folktales rather than using English stories in general during the learning process. During learning process students felt by using storytelling techniques adopting familiar Thai folktales can enhance their vocabulary in English.

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