

## IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH DIGITAL STORYTELLING TECHNIQUE AT XI MIA2 CLASS OF SMA NEGERI 7 TUAL

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**Abstract.** This research aims to improve the mastery of English vocabulary of grade XI MIA2 students at SMA Negeri 7 Tual through digital storytelling techniques. The type of research used is Classroom Action Research (CAR) research which is carried out in two cycles to determine the significant improvement in students' vocabulary mastery after the application of this method. Data collection techniques use tests, questionnaires, observations, documentation. Data analysis was carried out descriptively on all research data. The results of the data analysis showed that the proportion of students who met the minimum completeness criteria increased significantly from the first cycle to the second cycle. The positive response of students to the use of Digital Storytelling in English learning also confirms this finding. Thus, it can be concluded that the Digital Storytelling technique is an effective approach in improving vocabulary mastery and providing a more engaging and interactive learning experience for students.

**Keywords:** Vocabulary Mastery, Digital Storytelling, Classroom Action Research

**Abstrak.** Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata bahasa Inggris siswa kelas XI MIA2 di SMA Negeri 7 Tual melalui teknik *digital storytelling*. Jenis penelitian yang digunakan adalah Classroom Action Research (CAR) research yang dilaksanakan dalam dua siklus untuk mengetahui peningkatan yang signifikan dalam penguasaan kosakata siswa setelah penerapan metode ini. Teknik pengumpulan data menggunakan tes, kuesioner, observasi, dokumentasi. Analisis data dilakukan secara deskriptif terhadap seluruh data penelitian. Hasil analisis data menunjukkan bahwa proporsi siswa yang memenuhi kriteria ketuntasan minimal meningkat secara signifikan dari siklus pertama ke siklus kedua. Respons positif siswa terhadap penggunaan Digital Storytelling dalam pembelajaran bahasa Inggris juga menegaskan temuan ini. Dengan demikian, dapat disimpulkan bahwa teknik Digital Storytelling adalah pendekatan yang efektif dalam meningkatkan penguasaan kosakata dan memberikan pengalaman belajar yang lebih menarik dan interaktif bagi siswa.

**Kata Kunci:** Penguasaan Kosakata, Bercerita Digital, Classroom Action Research

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### INTRODUCTION

English is essential because almost all global sources of information in various aspects of life use English. However, in learning English, mastering vocabulary is a necessary and most basic requirement. According to Alqahtani (2015), as languages are based on words,

vocabulary is crucial in learning a language. Without vocabulary, language learners will find difficulties and confusion to convey opinions in speaking and writing and understand words in reading and listening. This statement is proved by Tnahn Huyen & Thi Thu Nga (2003), as cited in Rouhani & Purgharib (2013), that the four language skills include listening, speaking, reading, and writing, are linking with vocabulary as a language element. Therefore, vocabulary mastery is needed. It will help students in mastering English.

In the teaching and learning process, it cannot be denied that students often find difficulties in mastering English vocabulary because English vocabulary is different from Indonesian vocabulary form, including pronunciation and spelling, meaning, and word use. Besides, the way of how pronouncing the word is quite different from how it is writing. The result is that students feel hard to learn vocabulary, which makes their vocabulary mastery is limited. Due to limited vocabulary, students have difficulty expressing their opinions during the class and using English when asked to answer teacher questions.

As Kweldju (2004) and Priyono (2004) also found, students' main problem in learning English in the EFL context is their limited vocabulary. Besides, another problem with students' vocabulary mastery is that students perceive that English is complicated to learn. Even most of them have classified the difficulty of learning English in line with mathematics difficulty. The impact of these problems indirectly weakens their willingness to learn English and to master English vocabulary. Whereas having adequate vocabulary mastery will make them able to express idea or words confidently, and the result is they can easily follow the lesson, it erases their perception of considering English as a difficult subject. Therefore to understand the language, vocabulary is crucial to be mastered by the learner. It is needed to express ideas and to understand other people's sayings.

As Wilkins (1972) states, "...without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behaviour, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency (Thornbury, 2002). Since mastering vocabulary is essential and affects the student learning process, applying the methods and techniques used by the teacher must be selected accordingly to develop student vocabulary mastery. The teacher should create a fun lesson and consider a suitable technique so that students can master vocabulary well. The teachers have practiced many techniques.

It is useful and powerful to improve the vocabulary using stories. Isabel et al. (2004: 158) state that stories are an excellent and influential educational means for foreign language teaching and learning. A study conducted by Thang et al. (2013) found that Digital Storytelling makes positive and enjoyable learning. Further, Abdul-Ameer (2014) reported that using Digital Storytelling makes young Iraqi learners' vocabulary learning beneficial. Since the ancestors, Storytelling is an effective way to spread knowledge, trust, and understanding. When students are introduced to vocabulary through stories combined with pictures, sounds, and videos, they will interest and feel motivated in following the learning process and, at the same time, can develop their vocabulary mastery. Besides, the student in this era has been treated by social media and other digital technology; therefore, they should also be taught digital techniques, mostly related to their lives.

In conducting this study, the researcher did a preliminary study. The first is by finding some related studies with the present study. Moreover, the second is doing an online interview with the English teacher at the school of SMA Negeri 7 Tual to gain some information related to this study need. Based on the preliminary study, the researcher finds some result. First, the previous related study done by Habibi& Widyantoro (2019), Marwanto& Bhakti (2018), and Tarigan (2016). Based on the review related previous study, the previous study and the present study have different research design and target but have the same area of interests.

Research has been conducted by Tarigan (2016) about the effect of Digital Storytelling to improve Sunday school children's vocabulary mastery. This study aims to find out if the technique of Digital Storytelling mostly affects vocabulary mastery or not. This study is using a qualitative research design that is an experimental method. This study shows that there is an effect of Digital Storytelling on students' vocabulary mastery. All the subject of a previous study is on college, junior high school, and Sunday school students, but in the present study, the researcher will conduct the study on senior high school students. The second is an interview with the English teacher at this school. Based on the interview, it is found that the level of students' vocabulary mastery in XI MIA2 class is low. Students were less of words in conveying ideas in English learning activity. It was evidenced by students' behavior when pointed by the teacher to present their work in front of the class; they were afraid to convey their work just because they lack vocabulary. In the learning process, students should have adequate vocabulary mastery, so they will be more active in the English learning process, they can understand what the material conveyed by the teacher, and they can follow the English lesson well. One of the techniques that can improve students' vocabulary mastery is the Digital Storytelling Technique (DST).

## **METHOD**

This research was a Classroom Action Research (CAR) research, which has a collaborative nature between the English teachers at SMA Negeri 7 Tual and researchers with the aim of improving students' vocabulary through the Digital Storytelling technique. This type of research was a CAR (Classroom Action Research) design. Based on the description above, the researcher concluded that Classroom Action Research is research that has a collaborative characteristic, with the aim of enhancing the quality of the teaching and learning process. There are two cycles of this research method that the researcher used. Furthermore, Kunandar (2008: 71-73) stated that classroom action research consisted of four essential parts. They were as follows planning, acting, observing, reflecting.

In conducting this research, the data obtained comes from the results of test, questionnaire, observations, and documentation. (a) Test; In this study the researcher uses pre-tests and post-tests that will be given in each cycle. The pre-test is given before the Digital Storytelling method is implemented. While the post-test is given after the implementation. Both tests are used to determine the improvement of students' vocabulary mastery after being taught by using digital storytelling, (b) questionnaire; in this study, the researcher will use a questionnaire to know students' response after learning vocabulary using the Digital Storytelling technique in class. The questionnaire has fifteen questions which consist of four categories: the first, the students' response about learning activity (1, 3, 14). The second, the result of students' vocabulary learning activity (7, 8, 11, 13, 15). The third, the solution to the problem in vocabulary (12). And the last, students' responses about Digital Storytelling technique (2, 4, 5, 6, 9, 10), (c) observation; the purpose of the observation is to find out all activities carried out in class, collect data and evaluate learning activities. The researcher uses the observation checklist to see more systematic. It consists of students' observation checklist and teacher observation checklist, and (d) documentation; the researcher provides documentation for data collection in this study. During the teaching and learning process, the researcher's take documentation consists of images, recording. The documentation would help the gathering of data on classroom observation.

In this research, the research would succeed when there are 11 students (75%) from the total numbers of 15 students could achieve some improvement scores from the pre-test until the second post-test in the last cycle or they could pass the target score 13 (level Good) up then the research could be said to be successful and the cycle would be automatically stopped and reported the results of research.

**Table 1.** Scoring parameters

Score	Level
1-6	Poor
7-12	Enough
13-18	Good
19-24	Very Good
25-30	Excellent

Poor level means students can only choose a little correct answer. Enough level means students can choose some correct answer. While in a good level means students chose many of the correct answer. Next for the very good level means students can chose most of the correct answer. And for the excellent level means that students can chose all the correct answer. Each level above illustrates each score based on vocabulary rubric assessment on the table 2 below that will be described narratively.

**Table 2.** Vocabulary rubric assessment

<b>Choose the right answers</b>	The student can choose only a few correct verbs, noun, & adjective for the answers	The student can choose some of the correct verbs, noun, & adjective for the answers	The student can choose many of the correct verbs, noun, & adjective for the answers	The student can choose most of the correct verbs, noun, & adjective for the answers	The student can choose all of the verbs, noun, & adjective for the answers
<b>Match words to definitions</b>	The student can match only a few verbs, noun, & adjective to their definitions	The student can match some of the verbs, noun, & adjective to their definitions	The student can match many of the verbs, noun, & adjective to their definitions	The student can match most of the verbs, noun, & adjective to their definitions	The student can match all of the verbs, noun, & adjective to their definitions
<b>Complete the sentences</b>	The student can complete only a few sentences with the correct verbs, noun, & adjective	The student can complete some of the sentences with the correct verbs, noun, & adjective	The student can complete many of the sentences with the correct verbs, noun, & adjective	The student can complete most of the sentences with the correct verbs, noun, & adjective	The student can complete all of the sentences with the correct verbs, noun, & adjective
<b>Mechanics</b>	Student often misspells the verbs, noun, & adjective and doesn't use correct pronunciation	Student sometimes misspells the verbs, noun, & adjective and doesn't use correct pronunciation	Student seldom misspells the verbs, noun, & adjective doesn't use correct pronunciation	Student seldom misspells the verbs, noun, & adjective doesn't use correct pronunciation	The student never misspells the verbs, noun, & adjective doesn't use correct pronunciation

## RESULTS

### The Result of Students' Vocabulary Achievement in Pretest

The pre-test was given in the form of multiple-choice questions, matching words and word meanings, and matching words with the right pictures. There were 10 multiple choice questions, 10 matching questions and 10 fill in the blanks, so the total question was 30. Table 3 shows the results of students' vocabulary score in the Pre-Test, and the scores can be classified into the level of achievement below.

**Table 3.** Level of Students' Test Achievement

Score	Level	Number of Students
1-6	Poor	10
7-12	Enough	2
13-18	Good	2
19-24	Very Good	1
25-30	Excellent	0

Table 3 shows that there were not students in the Excellent level. While there was one student in the Very Good level. Next, in the good level there were two students on this level. While, for the Enough level there were two students also on this level. And next, in the Poor level, there were ten students on this level. From the result it could be concluded that vocabulary skill of XI MIA2 students were still poor. Therefore, the researcher had to giving action. The action would be carried out in two cycles. Each cycle follows the procedures of the CAR, namely planning, acting, observing, and reflecting. It was carried out in 3 meetings. The following is an explanation of the results.

### Finding of Students' Vocabulary Improvement in Cycle I

#### *Planning*

For the planning stage, the researcher collaborates with the teacher to formulate learning. The first step of planning was decided kind of story that used as material in teaching vocabulary. In this step, the researcher chose narrative text as the material for giving action based on the school's curriculum. The second step of planning was creating the video based on the text chosen. In this step, the digital storytelling technique would take narrative text scripts that have been used as learning videos. The third step of planning was making lesson planned and exercises. In this step the researcher made lesson planned based on the narrative texted material and students exercises in the classroom.

In addition, the researchers also prepared other instruments such as post-tests, observation checklists, and cameras to take pictures in the process of giving action. And the last planning was determining the criteria of success which was 75% or 11 from 15 students reached the good level score and up.

### *Acting*

The researcher applied the learning process according to the lesson plan that had been made. In the first meeting, the researcher act as the teacher. Moreover, based on the material planned, the researcher gave the handout to students, introduced them to the technique of digital storytelling, and asked them to pay attention to the story displayed.

- **First Meeting;** In the first meeting, the researcher implemented the process of teaching and learning based on the lesson planned. After that, the researcher introduced students to Digital Storytelling technique and how to learn with it. Next, taught students how to identify verb, asked students to pay attention to the Digital Story of "Timun Mas" while filling in the sheet to complete the missing sentences with the verb from the story, then provided opportunities for students to ask if there were difficulties encountered, assign students to match the verbs with their meanings in the students sheet, and finally asked students repeated the verbs.
- **Second meeting;** in the second meeting, the researcher implemented the process of teaching and learning based on the lesson planed, asking students' understanding of the previous lesson, teaching students how to identify an adjective. After that, the teacher reads some adjectives from the story "Patasiwa Patalima" Next, the teacher repeats the pronunciation of the adjective and asks students to pay attention and follow the pronunciation that was done, directs each group to look for and learn important adjectives obtained from the story, gave students assignments through 'guess the word' game, and the last, asks students to recall the adjectives they had learned.
- **Third meeting;** in the third meeting, researcher still implemented the process of teaching and learning based on the lesson planed, taught students to understand nouns, after that teacher shows the digital story of "Patasiwa Patalima", then asked students to practice a simple conversation. using the nouns found in the story, then commanded students to match the words and the meaning of the nouns that had been studied, shares some vocabulary that students in each group would play, students to study the vocabulary they got directs each group to practiced simple conversations according to the nouns they got, and the last the

teacher appreciates the students' efforts and gave practiced to the vocabulary of the objects they had learned.

### *Observing*

At this stage, the researcher observed student participation in the learning process from the beginning, middle to the end of the vocabulary activity. At the first meeting, the observer noticed that the students were interested in the technique that would be given to them, but at the first meeting, the students were less enthusiastic, maybe because the English hour at noon was 12 o'clock. Another problem is that the sound cannot be played. It takes a while to make it play successfully; this results in disrupted student concentration and becomes a reflection material for the teacher.

At the second meeting, the observer noticed the condition of the class was getting better; the students followed the teacher's directions in every activity they carried out. Students were enthusiastic about the digital video that was shown, together with playing games and following the pronunciation of vocabulary made by the teacher. The second meeting went well. In the third meeting, the observer noticed that the class was running smoothly, but there was a problem, namely when working on the students' worksheet, some students did not bring a dictionary. The result in a commotion as students borrowed dictionaries from each other. Moreover, of course, this becomes a reflection material for the second cycle. The next step is to collect data for the first cycle post-test.

### *The Result of Students' Vocabulary Achievement in Cycle I*

The individual test score can be seen in the table Table 4 shows the results of students' vocabulary score in the Cycle 1 and the scores can be classified into the level of achievement below.

**Table 4.** Level of students' test achievement

<b>Score</b>	<b>Level</b>	<b>Number of students</b>
1-6	Poor	5
7-12	Enough	3
13-18	Good	4
19-24	Very Good	2
25-30	Excellent	1

Table 4 shows that there was one student in the Excellent level. While, there was two students in the very good level. Next, in the good level there were four students on this level. While, in the Enough level there were three students on this level. And next, in the Poor level,

there were five students on this level. Based on the description of the two tables above, it could be seen that out of 15 students, there was about 7 or 47% of students' score above or meeting the minimum success criteria score which was 13, while, the remaining 8 or 53% of students' score below this criterion. Therefore, it can be indicated that the indicator of success is still not met, and it means the next cycle are needed. From the result, it could be concluded that there was a little improvement of the students' vocabulary score after the action. Which were from 3 students increased to 7 students in meeting the minimum success criteria score. It means the indicator of success almost reached by the students, but it still continues to give action in the cycle 2.

### *Reflecting*

Next was to discuss students' participation. From the results of the analysis of student worksheets in the first cycle, it was found that students did not fully understand the differences between verbs, nouns, and adjectives. Therefore, it was necessary to revise the planning and action before implementing the next cycle to achieve the success criteria of this study. The test results indicate that the first cycle has not reached the success criteria; it still takes 4 or 27% of students to reach the specified success criteria. So researchers and teachers have to move to the next cycle.

This stage was a stage that discusses related actions. Researchers and collaborators discuss the results of the actions that had been carried out in class. Based on the results of the analysis of the students' vocabulary scores in post-test 1, it was known that the number of students did not reach the criteria of success which were 75% of students had to reach the success criteria score. Meanwhile, it could be seen that the results of the first cycle showed that only 7 or 47% of students reached the success criteria score. So, the application of the Digital Storytelling technique has not given satisfactory results in increasing students' vocabulary.

### *Revision of the First Cycle*

Based on the results of the analysis of student achievement scores in the first cycle, the application of the Digital Storytelling method was not satisfactory. Therefore, researchers and teachers concluded several revisions before implementing the second cycle. First, revision focuses on teaching procedures. Students were confused about filling out the worksheets in the listening and conversation sessions in the first cycle. This problem was time-consuming and made other students feel bored because the teacher repeats it in giving explanations and examples. Then the teacher should explain better and slowly. The second revision was class

rules. In this cycle, especially the second and third meetings, the students were very noisy, maybe because of the hunger factor, considering that the English lesson was right at lunchtime, which was 12 o'clock. The lesson was a bit disturbed because students were difficult to calm down, so class rules had have been made, namely, students had to bring their lunch-every time to school. Third, the revision was the Q&A in class. During class activities, students rarely answered when the teacher began asking questions about the material presented. As a result, the teacher must answer his own questions.

Thus the teacher must think of other ways for students to want to answer the teacher's questions. Here the teacher had the initiative to bring chocolate to every meeting have been given to students who answered the teacher's questions. Finally, students should bring a dictionary with each meeting to make it easier for them to look up the meaning of the unknown word. Based on the explanation above, the following were the conclusions of the revision (1) the teacher must explain the module slowly so that students could understand, (2) remind students to bring lunch at every meeting, (3) stimulate students to be able to answer the questions given, and (4) remind students to bring a dictionary at every meeting.

## **Findings of the Students' Vocabulary Improvement the Cycle II**

### *Planning*

For the planning stage, the researcher collaborated with the teacher to formulate learning at this stage, the researcher makes action plans to be implemented in the class, namely the selection of materials and the preparation of exercises to develop students' vocabulary Based on the curriculum, the researcher chose narrative text as the material for giving action. The Digital Storytelling technique will take narrative text scripts to be used as learning videos. In addition to preparing materials and videos as a Digital Storytelling, technique that will be applied, the researchers also prepared other instruments such as post-test 2 and checklist observation. Post-test 2 to find out, if there was an increase of the score pre-test to post-test. Observation checklist to observe students and teachers in the learning process whether it was following the lesson plan that has been made or not.

### *Acting*

The actions from the second cycle were carried out on August 19, August 26 and September 2, 2021. In the first meeting, the researcher acts as the teacher. Furthermore, based on the material planned, the researcher gave the handout to students and introduced them to digital storytelling. in this phase, the teacher should do the revision of action from cycle I

- First meeting; in the first meeting, the researcher implemented the process of teaching and learning based on the lesson planed. After that, the researcher introduced students to Digital Storytelling techniques and how to learn with them. Next, taught students how to identify a verb, asked students to pay attention to the Digital Story of "Copper Crocodile while filling in the sheet to complete the missing sentences with the verbs in the story was played, direct each group to look for and learned important verbs from the story, provided opportunities for students to ask if there were difficulties encountered, assign students to match the verbs with their meanings in the student handouts, and asked students repeated the verbs.
- Second meeting; in the second meeting, the researcher ask students' understanding of the previous lesson, teaching students how to identify an adjective. After that, the teacher reads some adjectives from the story "Copper Crocodile" Next, the teacher repeats the pronunciation of the adjective and asks students to pay attention and follow the pronunciation that was done, directs each group to look for and learn important adjectives obtained from the story, gave students assignments through guess the word game, the last, asks students to recall the adjectives they learned.
- Third meeting; in the third meeting, researcher still implemented the process of teaching and learning based on the lesson planed; taught students to understand nouns, after that teacher shows the digital story of "Kolmedni", then asked students to practice a simple conversation using the nouns found in the story, then commanded students to match the words and the meaning of the nouns that had been studied, shares some vocabulary that students in each group would play, students to study the vocabulary they got directs each group to practiced simple conversations according to the nouns they got, and the last the teacher appreciates the students' efforts and gave practiced to the vocabulary of the objects they had learned. As in the first cycle, at this stage, the researcher observed student participation in the learning process from the beginning, middle to the end of the vocabulary activity.

### *Observing*

In the learning process, the observer pays attention to the class, the better Students had been able to master the vocabulary of nature, work and objects and distinguish the types of vocabulary, respectively. Next was to collect data for the first cycle post-test. The post-test results show that the average score of students increased to 69.4, of which 11 students achieved the success criteria score 13. The results of the first cycle could be seen below:

### *The Result of Students' Vocabulary Achievement in Cycle 2*

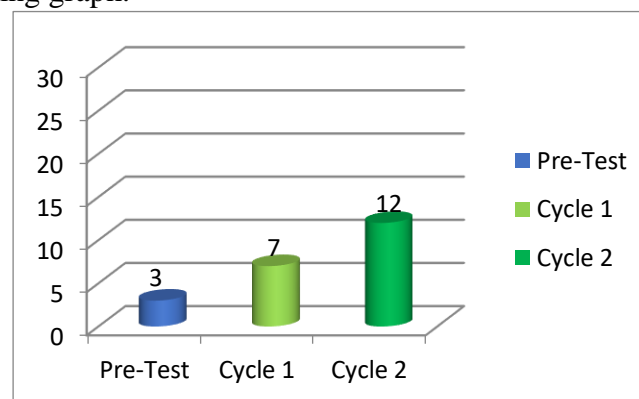
The individual test score can be seen in the table 5. It shows the results of students' vocabulary score in the Cycle 2 and the scores can be classified into the level of achievement below.

**Table 5.** Level of students' test achievement

Score	Level	Number of students
1-6	Poor	2
7-12	Enough	1
13-18	Good	6
19-24	Very Good	4
25-30	Excellent	2

Table 5 shows that there were two students in the Excellent level. While there were four students in the Very Good level. Next, in the good level there were six students on this level. For the Enough level there was one student on this level. And next, in the Poor level, there were two students on this level.

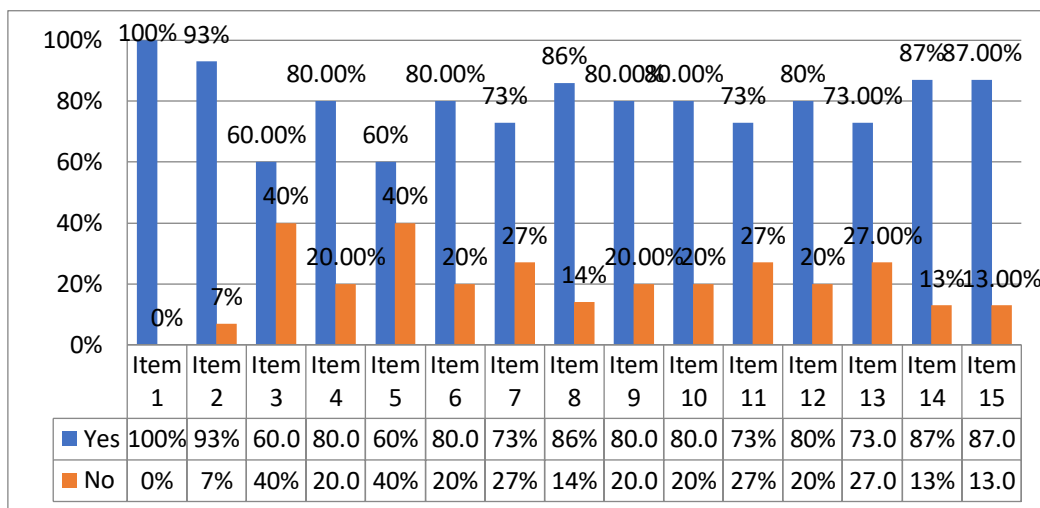
Based on the description above, it could be seen that out of 15 students, there was about 12 or 80% of students' score above or meeting the minimum success criteria score which was 13, while the remaining 3 or 20% of students' score below this criterion. From the result, it could be concluded that there was a big improvement of the students' vocabulary score after the action of cycle 2. Which were from 7 students increased to 12 students in meeting the minimum success criteria score (13). Therefore, it can be indicated that students score had beyond the indicator of success, which the success indicator was 75% while they had reached of 80% so the cycle had to automatically stopped. The increase of the number of students who reached the success score in vocabulary tests from the Pre-Test to the Post Test of Second Cycle could be seen in the following graph:



**Figure 1.** The chart of students' scores

*Reflecting*

After getting the results of post-test 2, researchers and teachers reflected on cycle 2. The results of post-test 2 showed that students who reach the minimum success criteria score were 12 students or 80% if calculated into a percentage, while 3 students out of 15 (20%) reach below the minimum success criteria score. The result indicated that students who achieved the success score have met the success criteria of this study, which was 75%. Based on the results that had been known to meet these success criteria the cycle automatically stopped in this second cycle. Researchers and teachers also decided to stop the action.



**Figure 2.** The result of the students' questionnaire

The questionnaire was given in the last meeting. After the researcher finished doing the action in class, the researcher distributed a questionnaire to 15 students to find out their perception of the use of the Digital Storytelling. The questionnaire had fifteen questions which consist of four categories: the first, the students' response about learning activity (1, 3, 14). The second, result of students' vocabulary learning activity (7, 8, 11, 13, 15). The third, solution to the problem in vocabulary (12). And the last, students' responses about Digital Storytelling technique (2, 4, 5, 6, 9, 10). In this questionnaire, student responses were classified into two categories: yes and no.

Following the table above, it could be seen the result of the first category (items 1, 3, 14) showed that there were 100% of students said yes to the first question, it means they all agreed that they felt happy in learning vocabulary using Digital Storytelling technique. While for the third question 60% of the students answered that they were motivated to learn using Digital Storytelling techniques. Furthermore, for the fourteenth question, 87% of student felt Digital Storytelling was better than the technique previously applied by the teacher in the classroom.

The result of the second category (items 7, 8, 11, 13, 15) showed that 73% of students felt the improvement on their vocabulary mastery after using Digital Storytelling. While 86% of students felt their vocabulary problem were solved using this technique. Furthermore, 73% of students were helpful in doing their assignment using Digital Storytelling. The learning techniques succeeded in making 73% of students felt an improvement in the score of English vocabulary material, and 87% of the students' answers felt that there was an increase in their vocabulary.

The result of the third category (12) showed that 12 or 80% of students admit to asking questions when they have difficulty doing vocabulary tasks. While 3 or 20% of students did not admit that they have difficulty doing vocabulary tasks. And the last, the result of the third category (2, 4, 5, 6, 9, 10) shows that in the second question 93% of students agreed that the Digital Storytelling technique helped them. This situation encouraged them to take part in the teaching and learning process actively. Next, 80% felt that Digital Storytelling was suitably applied in learning English vocabulary. While it could be seen that there was 60% of students who responded that they felt learning vocabulary better by using Digital Storytelling techniques. Furthermore 80 % of students liked the technique. An average of 87% felt that Digital Storytelling techniques could simplify their learning, remember, and even enrich their vocabulary. In addition, only 13% of students admitted that it was easier to remember new vocabulary with this technique. On the average there were 11 or 79% of students gave positive respond towards the use of digital storytelling.

### **The Interpretation of the Data**

In the classroom action research, researcher should not rely on every single data but we have to look the various data sources to sustain the result of research. So, it could produce the validity of the data and it could be clearly seen the accordance of the research findings.

#### *Data Questionnaire*

The data from the prequestionnaire revealed that vocabulary was one of the English sub skills that difficult to master. The students had difficulty in terms of memorizing and keeping their last vocabulary and influenced another skill. However, after using Digital Storytelling Technique, the students gave positive responses about the action. The technique make classroom more active and interesting.

### *Data of Test*

Based on the result of students' vocabulary score, it was found that the students' vocabulary score was improving. It indicated that the use of Digital Storytelling could increase and motivated them to retain and enrich their vocabulary. Most of the students get good score at the end of each cycle. The students average score the first cycle pre-test was 51,4, and the average score in the first cycle post-test was 66,1 while in the second cycle post-test was 69,4)

### *Data of Observation*

The data gain from the observation checklist and notes. Which it collected the data from the teacher and students on the teaching and learning process in the classroom. Based on the result, the students were excited in the beginning of the meeting, they paying attention to the teacher, and doing work in group. Although in the beginning the students were actively response to the class, the students still silent if the teacher ask question of the material that have been taught. Therefore, the teacher used the external way to get them to speak up. Students who started to speak will get chocolate. Through this way the class has been more active. They follow teacher instruction, filled the worksheet while watching the video, and doing work in group. They felt interested to watch the different kind the video of Digital Storytelling, and fill the worksheet related to the story. The teacher leaded them to get in the story played. However, although the student finds difficulties in the beginning; less in listening, they finally helped by the video, the picture shown. The teacher played the main role to get the students understanding, the teacher has successfully guide them. Therefore, the technique was successfully implemented.

## **DISCUSSION**

### **The Improvement of Students' Vocabulary Mastery After Using the Digital Storytelling Technique**

The first research question was to find out the improvement of students' vocabulary mastery after being taught by using the Digital Storytelling technique. To find out the improvement of students' vocabulary mastery after being taught by using the Digital Storytelling technique, the tests were distributed to the students. The test was consisting of 30 questions. The findings in the pre-test showed that the results of the vocabulary mastery test were low. It was indicated by the number of students who reached the minimum success score. It could be proven that most of the students failed, where from 15 students, only 3 or 20%

succeeded in meeting the minimum success criteria and the remaining 12 students (80%) were fail in meeting the minimum success criteria (13).

While the findings after the implementation of Digital Storytelling showing the different results. From the test data of cycle 1 and 2 it was showed that there was a better increase in the score of students. Which was the number of students' good score in cycle 1 from 7 increased to 12 in post-test of cycle 2. There were about 12 students or 80% of students who get a score above the minimum success criteria, while the other 3 students were brought under these criteria. That means there was an increase of 60% from the score of students.

Based on the result of the improvement of students score after using Digital Storytelling, it could be concluded that Digital Storytelling technique was a useful teaching technique that helped students in mastering vocabulary. It is useful and powerful to improve the vocabulary using stories, especially Digital Story on this digital era it suits students' a lot in learning process. Isabel et al. (2004: 158) state that stories are an excellent and influential educational means for foreign language teaching and learning. The finding of this present study is in line with a study conducted by Thang et al. (2013) who found that Digital Storytelling makes positive and enjoyable learning in the classroom. The present study also found that students were enjoyable in learning using Digital Storytelling. It could be seen from the improvement of the students' test score.

### **Students' Response After Using the Technique of Digital Storytelling**

The second research question was to describe students' response after using Digital Storytelling technique. To describe students' response after using the Digital Storytelling technique, the questionnaire was distributed to the students. The questionnaire was consists of 15 questions. The result of the questionnaire showed that most of students had a positive respond of the application of digital storytelling in the classroom because they found that their vocabulary mastery improved significantly compared to the teaching and learning process before using it. It was proved with the different average percentage of questionnaire before and after using Digital Storytelling. There were 59% average percentage of preliminary questionnaire which was 15 or 100% of students admitted that they have low in vocabulary mastery before Digital Storytelling was implemented, 12 or 80% admitted they had less of vocabulary number. The percentage was changed become 11 or 79% students admitted that they had the better improvement of vocabulary mastery. There were 12 or 80 of students admit Digital storytelling helped them improve their vocabulary. When students were introduced to vocabulary through stories combined with pictures, sounds, and videos, they will interest and

feel motivated in following the learning process and, at the same time, could develop their vocabulary mastery. The result of the second research question was students had good respond and improvement towards the using of Digital Storytelling.

The findings of the present study could be said successful in the implementation to improve students' vocabulary mastery. This is supported by Abdul-Ameer (2014) who reported that using Digital Storytelling makes young Iraqi learners' vocabulary learning beneficial. In line with the study conducted by Tarigan (2016) who found that the use of Digital Storytelling affects students in improving their vocabulary mastery

## CONCLUSION

Based on the explanation of result and findings above the conclusion of this research can be drawn as follows:

*First*, for the improvement of students' vocabulary mastery after using the technique of digital storytelling, it could be seen that the application of Digital Storytelling was able and successfully improve students' vocabulary mastery. It was shown with result of the tests (post-test) was high compared to the pre-test. The number of students who reached the success score of the pre-test was only three students. While the score of students increases in the Cycle 1 test which were from 3 students to 7 students. Next the other improvement could be seen from cycle 1 to cycle 2, which were from the 7 students to 12 students got the improvement score. This means that XI MIA2 students at SMA Negeri 7 Tual have better vocabulary mastery after being taught using digital storytelling media.

*Second*, for the students' respond after using Digital Storytelling, the results of the questionnaire after the action research show that an average of 79% of students' answers gave a positive response to the application of digital storytelling techniques. This media was able to increase students' vocabulary with a more pleasant presentation. What students see, hear, and touch can be a source of their understanding not only through teacher explanations. Therefore, the use of digital storytelling techniques was very helpful for students' understanding of vocabulary. The pictures contained in the story can attract students' attention, especially for young students.

*Finally*, using Digital Storytelling is entertaining, and interesting. It helps students increase their learning motivation. This technique can be used as a media to improve and motivate students in learning because it deals with multimedia which tends to be attractive to millennial learners.

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