

ABSTRACT

Khairunnisa. 2025. *The Use of Storytelling to Teach Vocabulary in English Classes: A Descriptive Qualitative Study of Grade V Teacher and Students at State Elementary School Sindang 01 in the Academic Year of 2025/2026*. Supervisor 1: Dian Adiarti, S.Pd., M.Hum., Supervisor 2: Laxmi Mustika Cakrawati, M.Pd., Chief External Examiner: Nisa Roiyasa, S.Pd., M.TESOL., External Examiner: Novita Pri Andini, S.Pd., M.Pd., Ministry of Higher Education, Science, and Technology, Jenderal Soedirman University, Faculty of Humanities, Department of Language Education, English Education Study Program, Purwokerto.

This research aims to explore how a teacher implements storytelling to teach English vocabulary in a fifth-grade class at SDN Sindang 01, problem in teaching vocabulary using storytelling, and to examine the strategies to cope the problem in teaching vocabulary using storytelling. This research uses a qualitative method supported by thematic analysis to interpret the data. The data were obtained through classroom observations, interviews with the English teacher, and documentation of learning activities, including textbook and teaching materials. The analysis focuses on describing how the teacher plans, delivers, and adapts storytelling techniques to support vocabulary learning among young learners. The findings revealed that the teacher effectively applied storytelling by integrating various supporting strategies such as the use of visual media, interactive games, simple questioning techniques, gestures, and vocabulary simplification. These approaches helped students understand new vocabulary in meaningful contexts and encouraged them to connect unfamiliar words with the storyline. The teacher's strategies were also found to be effective in maintaining students' attention throughout the lesson, promoting active participation, and facilitating better vocabulary retention. Additionally, the teacher implemented differentiated learning by adjusting the level of support according to students' varied abilities, ensuring that all students could engage with the story and benefit from the activities. The findings suggest that storytelling may be an effective and engaging approach for teaching English vocabulary at the elementary level. It not only improves students' comprehension but also enhances their motivation, participation, and confidence. Therefore, storytelling can be considered a valuable instructional approach for supporting vocabulary development in young learners.

Keyword: *fifth-grade class, qualitative study, storytelling, teaching strategies, vocabulary teaching*

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Penelitian ini bertujuan untuk mengeksplorasi bagaimana seorang guru menerapkan storytelling dalam pengajaran kosakata bahasa Inggris kepada siswa kelas lima di SDN Sindang 01, mengidentifikasi masalah yang muncul dalam pengajaran kosakata menggunakan storytelling, serta menganalisis strategi yang digunakan guru untuk mengatasi masalah tersebut. Penelitian ini menggunakan metode kualitatif yang didukung oleh analisis tematik dalam menafsirkan data. Data diperoleh melalui observasi kelas, wawancara dengan guru bahasa Inggris, serta dokumentasi kegiatan pembelajaran, termasuk buku teks dan bahan ajar. Analisis difokuskan pada bagaimana guru merencanakan, melaksanakan, dan menyesuaikan teknik storytelling untuk mendukung pembelajaran kosakata pada peserta didik usia sekolah dasar. Hasil penelitian menunjukkan bahwa guru mampu menerapkan storytelling secara efektif dengan mengintegrasikan berbagai strategi pendukung seperti penggunaan media visual, permainan interaktif, teknik bertanya sederhana, gestur, serta penyederhanaan kosakata. Pendekatan tersebut membantu siswa memahami kosakata baru melalui konteks yang bermakna dan mendorong siswa menghubungkan kata-kata baru dengan alur cerita. Strategi yang digunakan guru juga terbukti efektif dalam menjaga perhatian siswa selama pembelajaran, meningkatkan partisipasi aktif, dan memperkuat retensi kosakata. Selain itu, guru menerapkan diferensiasi pembelajaran dengan menyesuaikan tingkat dukungan berdasarkan kemampuan siswa yang beragam, sehingga seluruh siswa dapat terlibat dan memperoleh manfaat dari kegiatan storytelling. Temuan ini menunjukkan bahwa storytelling merupakan pendekatan yang mungkin efektif dan menarik dalam pengajaran kosakata bahasa Inggris di tingkat sekolah dasar karena mampu meningkatkan pemahaman, motivasi, partisipasi, serta kepercayaan diri siswa.

Keyword: *bercerita, kelas lima, pengajaran kosakata, strategi pengajaran, studi kualitatif*