

ENHANCING ENGLISH VOCABULARY MASTERY TROUGH DIGITAL STORYTELLING : A CLASSROM ACTION RESEARCH ON TENTH - GRADE STUDENTS AT SMA NEGERI 1 BATANGTORU

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Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan digital storytelling dalam meningkatkan penguasaan kosakata bahasa Inggris siswa kelas X SMA Negeri 1 Batangtoru. Penelitian ini dilatarbelakangi oleh rendahnya penguasaan kosakata siswa, yang ditunjukkan oleh nilai rata-rata di bawah Kriteria Ketuntasan Minimal (KKM) yaitu 75. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) dengan model Kemmis dan McTaggart yang meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah 32 siswa kelas X-5 yang dipilih menggunakan teknik purposive sampling. Teknik pengumpulan data dilakukan melalui tes kosakata (pre-test dan post-test) serta instrumen non-tes berupa lembar observasi dan wawancara. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada penguasaan kosakata siswa. Nilai rata-rata siswa meningkat dari 59,18 pada tahap pra-siklus menjadi 74,06 pada Siklus I dan meningkat kembali menjadi 80,34 pada Siklus II. Hasil ini menunjukkan bahwa digital storytelling merupakan strategi pembelajaran yang efektif dan menarik dalam meningkatkan penguasaan kosakata bahasa Inggris siswa.

Kata Kunci : kosakata bahasa Inggris, digital storytelling, penelitian tindakan kelas

ABSTRACT

This study aims to investigate the effectiveness of digital storytelling in improving English vocabulary mastery of tenth-grade students at SMA Negeri 1 Batangtoru. The study was conducted due to students' low vocabulary achievement, as indicated by their average scores which were below the Minimum Mastery Criterion (KKM) of 75. The research employed a Classroom Action Research (CAR) design based on the Kemmis and McTaggart model, consisting of planning, action, observation, and reflection stages. The participants of this study were 32 students of class X-5 selected through purposive sampling. Data were collected using vocabulary tests (pre-test and post-tests) and non-test instruments such as observation sheets and interviews. The results showed a significant improvement in students' vocabulary mastery. The mean score increased from 59.18 in the pre-cycle to 74.06 in Cycle I and further improved to 80.34 in Cycle II. These findings indicate that digital storytelling is an effective and engaging teaching strategy for enhancing students English vocabulary mastery.

Keywords: English vocabulary, digital storytelling, classroom action research

Introduction

Vocabulary mastery is a fundamental component of English language learning because it supports students' abilities in listening, speaking, reading, and writing. However, many senior high school students still experience difficulties in mastering English vocabulary due to limited exposure and monotonous teaching techniques. Preliminary observation at SMA Negeri 1 Batangtoru revealed that students' vocabulary achievement was below the expected standard. Therefore, an innovative and engaging learning strategy is required. Digital storytelling, which integrates images, audio, and narrative, is believed to motivate students and facilitate vocabulary learning.

LITERATUR RIVIEW

Digital storytelling is a learning method that combines digital media with storytelling elements to convey messages or learning content. Previous studies have shown that digital storytelling can enhance students' motivation, creativity, and vocabulary acquisition. Vocabulary mastery refers to students' ability to recognize, understand, and use words appropriately in context. By presenting vocabulary through meaningful stories, students can better retain and apply new words.

RESEARCH METHOD

This research employed Classroom Action Research (CAR) using the Kemmis and McTaggart model. The research was conducted in class X-5 of SMA Negeri 1 Batangtoru, involving 32 students. The study was carried out in two cycles, each consisting of planning, action, observation, and reflection. Data

collection techniques included vocabulary tests, observation sheets, interviews, and documentation. Quantitative data were analyzed by calculating students mean scores and mastery percentages, while qualitative data were analyzed descriptively.

RESULTS AND DISCUSSION

The findings showed a gradual improvement in students' vocabulary mastery. In the pre-cycle, the mean score was 59.18, with only 46.88% of students achieving the KKM. After implementing digital storytelling in Cycle I, the mean score increased to 74.06, and 53.12% of students reached the KKM. In Cycle II, the improvement was more significant, with a mean score of 80.34 and 90.63% of students achieving mastery. These results demonstrate that digital storytelling effectively improves students' vocabulary mastery by providing contextual and engaging learning experiences.

CONCLUSION

Based on the research findings, it can be concluded that digital storytelling significantly improves English vocabulary mastery among tenth-grade students at SMA Negeri 1 Batangtoru. The use of digital storytelling creates an engaging learning environment and helps students understand and retain vocabulary more effectively. Therefore, digital storytelling is recommended as an alternative teaching strategy for vocabulary learning in senior high schools.

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