

ABSTRACT

Faradisa, Syaharani. Student ID Number 126203213215. 2025. The Effectiveness of Story Telling Compared to Translation Technique on The Eleventh Grade Students' Vocabulary Mastery at SMAN Jogoroto. Uin Sayyid Ali Rahmatullah Tulungagung. Advisor: Dr. Susanto, S.S.,M.Pd

Keywords: *Storytelling, Translation Technique, Vocabulary Mastery*

Improving students' Vocabulary Mastery is one of the skills that students find difficult when learning English in the classroom. Sometimes students feel anxious about speaking English because they feel they lack new vocabulary. This is due to the learning style in the classroom. There are methods and techniques that are useful in teaching and educating students in general. Therefore, in this study, the researcher wants to improve students' vocabulary using the Storytelling and Translation Technique methods.

This study was conducted to compare the effectiveness of the Storytelling method and Translation Technique in improving students' vocabulary mastery. The researcher used a quantitative research method, specifically a quasi-experimental research design with a two-group design using pre-tests and post-tests as data collection methods. The research sample consisted of two classes selected purposively, namely the experimental class taught using the Storytelling method and the control class taught using the Translation Technique. The population in this study was 11th-grade students at SMAN Jogoroto, and the sample consisted of 70 students from classes XI-5 and XI-6. Data were collected through vocabulary tests before and after the treatment. Data analysis was performed using normality, homogeneity, and t-tests to test the hypothesis. The results of the study indicate that both methods are equally effective in improving students' vocabulary mastery, but the Translation Technique is significantly more effective than the Storytelling Technique. Thus, the Translation Technique can be used as an alternative teaching method that is more effective in improving students' vocabulary mastery at SMAN Jogoroto. This study provides practical implications for English teachers in choosing teaching methods that can improve students' motivation and learning outcomes.

The data were analyzed using the t-test formula. Data analysis showed that the average pre-test score was 64.76 and the average post-test score was 87.00. This indicates that there is a difference in students' scores after being taught using the Storytelling and Translation Technique methods. The paired sample test yielded a significant value (sig. 2-tailed) of 0.000. Based on the data, the significance value (sig. 2-tailed) is smaller than the p-value of 0.05, so the null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted. This means that using the

Translation Technique has an effect on improving students' vocabulary in this learning process. As a result, this study is effective in improving the vocabulary of eleventh-grade students at SMAN Jogoroto.

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Kata kunci: *Bercerita, Teknik Menerjemahkan, Penguasaan Kosa Kata*

Meningkatkan kosa kata siswa adalah salah satu kemampuan yang dirasa sulit bagi siswa belajar Bahasa Inggris di lingkungan kelas. Terkadang siswa merasa khawatir untuk berbicara Bahasa Inggris karena merasa kekurangan kosakata baru. Hal ini karena gaya pembelajaran di kelas. Ada metode dan Teknik yang bermanfaat dalam mengajar dan mendidik siswa secara umum. Maka dalam penelitian ini, peneliti ini ingin meningkatkan penguasaan kota kata siswa menggunakan metode Storytelling dan Translation Technique.

Penelitian ini dilakukan untuk membandingkan efektivitas metode Storytelling dan Translation Technique dalam meningkatkan penguasaan kota kata siswa. Peneliti menggunakan metode penelitian kuantitatif, khususnya desain penelitian quasi-experimental dengan desain dua grup menggunakan pre-test dan post-test sebagai metode pengumpulan data. sampel penelitian terdiri dari du akelas yang dipilih secara purposive, yaitu kelas experiment yang diajar menggunakan metode Storytelling dan kelas Control yang diajar menggunakan Translatrion Technique. Populasi dalam penelitian ini adalah siswa kelas XI SMAN Jogoroto dan sampelnya adalah siswa kelas XI- 5 dan XI-6 yang berjumlah 70 siswa. Data dikumpulkan melalui tes kosakata sebelum dan sesudah perlakuan. Analisis data dilakukan dengan uji normalitas, homogenitas, dan uji-t untuk menguji hipotesis. Hasil penelitian menunjukkan bahwa kedua metode sama-sama efektif dalam meningkatkan penguasaan kosakata siswa, namun metode storytelling lebih unggul secara signifikan dibandingkan Storytelling. Dengan demikian, Trnaslation dapat dijadikan alternatif metode pembelajaran yang lebih efektif untuk meningkatkan penguasaan kosakata siswa di SMAN Jogoroto. Penelitian ini memberikan implikasi praktis bagi guru Bahasa inggris dalam memilih metode pembelajaran yang dapat meningkatkan motivasi dan hasil belajar siswa.

Hasil data dianalisis dengan menggunakan rumus uji-T. Analisis data menunjukkan bahwa nilai rata-rata pre-test adalah 64.76 dan nilai rata-rata post-test adalah 87.00. Hal ini menunjukkan bahwa terdapat perbedaan nilai siswa setelah diajar dengan menggunakan metode Storytelling dan Translation Technique, Uji sampel berpasangan menghasilkan nilai signifikan (sig. 2-tailed) sebesar 0,000. Berdasarkan data tersebut, nilai signifikansi (sig. 2-tailed) lebih kecil dari p-value 0,05, sehingga hipotesis nol (H0) ditolak dan hipotesis alternatif (Ha) diterima. Artinya, menggunakan Translation Technique berpengaruh terhadap

kemampuan meningkatkan kota kata siswa dalam pembelajaran ini. Hasilnya, penelitian ini efektif terhadap kemampuan meningkatkan kosa kata siswa kelas sebelas di SMAN Jogoroto.