Developing A Model of Vocabulary Enrichment Based Digital Folklore Story Telling for EFL Young Learners

THESIS

Submitted in Partial Fulfillment of the Requirement

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ABSTRACT

Title : Developing A Model of Vocabulary

Enrichment Based Digital Folklore Story

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This study aims to analyze the teachers and students need analysis, to explain the development of learning media based digital folklore story telling in the form of flipbook and to explain the effectiveness and responsive media to enrich the students' vocabulary especially for EFL Young Learners. The method of this research was research and development (RnD) based on ADDIE procedure and applied the pre-experimental design. The samples of need analysis were 4 teachers and 5 students, and the participants of pretest and posttest were 30 students of the fifth graders of MIS Asy- Syafi'iyyah Jatibarang Brebes in academic year of 2021/2022. This research was conducted through the following procedure: the first was conducting the teachers and students' need analysis to know their needs. Next designing and developing the media, implementing the media, and evaluating. In the implementing phase, researcher conducted pretest, treatment, and posttest. Based on to the research findings, it revealed that the mean score of pretest was 47, while the mean score of posttest was 76.3 and the effectiveness of the media was moderate with value 59.6 (quite effective). It can be concluded that the digital learning media developed by researcher had helped the students to enrich their English vocabularies and understanding the sentences.

Keywords : Developing, Digital Flipbook, Folklore, Vocabulary enrichment.

MOTTO

احْرِصْ عَلَى مَا يَنْفَعُكَ وَاسْتَعِنْ بِاللَّهِ وَلاَ تَعْجِزْ

"Be passionate about things that are useful to you.

Ask Allah for help, don't be weak."

(HR. Muslim)¹

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¹ Hadits riwayat Muslim, Ahmad, dan Abu Dawud

DEDICATION

The thesis is dedicated to:

- My beloved father and mother (Mr. Jazuli Purnomo and Mrs. Nur Fadilah) who always support me emotionally and materially with pray, guide, and patience. Thanks for the effort and contribution in making my education success and run well.
- 2. My beloved younger brother (Muhammad Ilham Alfatah) who always gives me support for reaching my dreams.
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- 4. Everyone who supported the writer to finish the thesis.

Love and respect are always for them. Thanks a billion, there is no word but praying. May Allah multiply reward all your kindness

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Semarang, 1 June 2022 The writer,

Jihan Nurul Izzati

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CHAPTER I

INTRODUCTION

This chapter consists of five points, background of the research, research questions, objectives of the research, pedagogical significances of the research, and the specification of the product.

A. Research Background

English is an international language which all countries in the world learn it. In Indonesia, English is one of the foreign language lessons that must be studied at every level of formal or non-formal school. As a foreign language, English is learned from primary school or junior high school. English is taught at primary school or junior high school only to introduce English as a foreign language to students.

Language is one of the most important things in communication and is also used for communication channels between countries around the world. English as an International language is very important and has many relationships with various aspects of human life. In the implementation of communication, of course, really requires vocabulary enrichment.

Vocabulary enrichment is a very important aspect in communication.

Vocabulary is very important for the students. The students are expected to master the skills of reading, writing, speaking and listening. The vocabulary can help the students or the learners to acquire the considerable understanding of a large number of words.

As the explanation above, vocabulary becomes an important thing in learning English. Students have to master vocabulary more and more because the lack of vocabulary often brings trouble for English learners. When they are writing, speaking or listening in English, sometimes they get trouble because they don't know how to express their ideas in written language, difficult to speak up in English and can't catch the meanings well in listened English. There for, it can be concluded that vocabulary is one of the important things in English communication.

The more vocabulary mastered by students, it will fully assist students in mastering English and its four main skills which include listening, speaking, reading, and writing. Who defines vocabulary as a language element that links the four language skills

including listening, speaking, reading, and writing in learning a foreign language. ²

Further, Hornby defined vocabulary in three senses that cover a) the total number of the words which make up a language; b) all the words known to a person or used in a particular book, subject, etc; and c) a list of words with their meaning.³

The importance of vocabulary was also noted by Richards and Renandya believing that vocabulary plays crucial part in one's foreign language learning and language proficiency that can affect how well learners speak, listen, read and write.⁴ However, emphasizes the significance of vocabulary to communication by asserting that, in fact, survival level communication can take place quite intelligibly when people simply string words together-without applying grammatical rules at al, Brown stated.⁵

² Thanh Huyen, Thi Thu Nga, *Learning Vocabulary Through Games*, (Rouhani 2003), Asian EFL Journal.

³Hornby, *Vocabulary Sentence and Language Education*, (Cambridge University 1995), p.85

⁴Richards, Renandya, *Methodology in Language Teaching An Anthology of Current Practice*. Cambridge: Cambridge University Press ,2002.

⁵Brown, H. Douglas, *Teaching by Principle and Interative Approach to Language Pedagogy*, New York (2001)

In this sense, vocabulary is regarded as one of essential factors that gives big influence to the people's communication. Thus, vocabulary should be ideally placed as important aspect of language learning that should be given much attention in the practice of TEFL so as to improve students' vocabulary mastery.

Thornbury stated mastering vocabulary means that students have a comprehensive understanding of knowledge of vocabulary which includes meaning, speech, form, written form, grammatical behavior, word derivation, collocation of words, word lists - spoken and written, the connotation or word association, and word frequency.⁶

According on Rojabi and Mustafa (2021), suggests that EFL teachers play a significant role in facilitating interaction by employing creative pedagogical practices.⁷

⁶Thornbury, S, *How to Teach Vocabulary*, London (2002)

⁷ Rojabi, A.R., & Mustafa, A.(2021). Exploiting Drama for Children in EFL Teaching to Promote Creativity, Confidence, and Motivation. *Vision: Journal for Language and Foreign Language Teaching*.

Based on the statement above, the researcher is interested in creating and developing a media for vocabulary enrichment based on digital folklore story telling for EFL young learners. Learning vocabulary in English for beginners is quite difficult, because most children have not been able to catch and understand words and their meanings in English. So we need a method or media that can attract children's interest to master English vocabulary. The media used is of course made according to their age and level of mastery ability, like digital storytelling media. With advances in technology, children are now able to use gadgets and the internet. Therefore, through the medium of vocabulary mastery with digital storytelling, it is very suitable to be used at this time.

Digital storytelling is basically a process of combining images, sound, text, and video to tell or describe something.⁸ Using another term, digital storytelling means a new form of storytelling origin. Generally in storytelling, a story is written and illustrated on a piece of paper, while digital storytelling uses a personal computer or gadget

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⁸ Frazel, Midge. 2010. *Digital Storytelling Guide for Educators*. Oregon: International Society for Technology in Education.

application, a story is made into a video that is equipped with sound, images, text, and animations so that it is more interesting. In addition, digital storytelling can cover a wide variety of topics, not limited to just classic stories, video results can be anything, and use various available applications.

In the context of teaching and learning activities, digital storytelling is a learning method that tries to combine several skills, namely listening skills, speaking skills, writing skills, and skills to operate events that utilize personal computer and technology developments. This is supported by Heriyana and Maureen's statement citing a writing on the University of Houston website that learning using Digital Storytelling can improve several skills of students, namely research skills, writing skills, skills using technology, presentation skills, interviewing skills, interpersonal skills, skills in solving problems, skills in judging something and so on. 10

⁹ Muhyadi, et al. 2010. Pelatihan Pembuatan Media Digital Story Telling (DST) Dalam Rangka Pengembangan Media Berbasis ICT untuk Pembelajaran Kelas SBI di SMP 1 Karangmojo.

¹⁰ Heriyana, Wina dan Maureen, Y. Irena. 2014. *Penerapan Metode Digital Storytelling Pada Keterampilan Menceritakan Tokoh Idola Mata Pelajaran Bahasa Indonesia Siswa Kelas VII di SMP Negeri 1 Kedamean*, Gresik.

Researcher used folklore in digital storytelling, it aims to raise and introduce folklore to students so that they know the folklore that exists in this archipelago. Indonesia has many folklores, almost all regions in the archipelago have their own folklore with a different story. Thus the researcher raised this folklore as a medium for children's learning in the form of digital folklore storytelling in English. So therefore, researcher is interested in conducting a research study entitled "Developing A Model of Vocabulary Enrichment Based Digital Folklore Story Telling for EFL Young Learners". Through this thesis, researcher hopes that students will easily capture and learn the vocabulary in the digital folklore storytelling.

B. Research Questions

1. How are teachers and students need analysis toward Students' Vocabulary Enrichment Based Digital Folklore Story Telling for EFL Young Learners?

- 2. How is the development A Model of Vocabulary Enrichment Based Digital Folklore Story Telling for EFL Young Learners?
- 3. How is the effectiveness of A Model of Vocabulary Enrichment Based Digital Folklore Story Telling for EFL Young Learners?

C. Research Objectives

- To analyze the teachers and students need analysis toward Vocabulary Enrichment Based Digital Folklore Story Telling for EFL Young Learners.
- To explain the developing a model of vocabulary enrichment based digital folklore story telling for EFL Young Learners.
- To explain the effectiveness of A Model of Vocabulary Enrichment Based Digital Folklore Story Telling for EFL Young Learners.

D. Pedagogical Significance

1. For Students

They will get a new learning media that is interesting and easy to understand. They can

easily understand some of the vocabulary in the digital folklore storytelling learning media in the form of a flipbook. The flipbook learning media can be opened, viewed, and studied anytime and anywhere.

2. For Teachers

The teacher will get a new teaching materials that can be used to teach in class, especially in terms of increasing students' vocabulary by using this digital learning media materials in the form of a flipbook. With the flipbook, it will be more flexible in using it and it will be easier to attract students' interest to increase vocabulary and understand its meaning. Because in the flipbook there is digital folklore storytelling in the form of videos that contain text or narration on the video English. And there using are also some vocabularies and their meanings as well as exercises to measure students' abilities after watching the video.

E. Specifications of Product

This research develops a model of vocabulary enrichment based digital folklore story telling for EFL Young Learners in the form of Digital FlipBook. Here are the specifications of the Digital FlipBook:

- 1. This FlipBook is designed for digital platform
- This FlipBook loads Floklore Story telling Video, Vocabulary, and Exercise.
- 3. This FlipBook is designed for EFL Young Learners.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the explanation of the related literatures, previous researches supporting this research, and many explanations about the similarities and the differences between this research and these previous researches.

A. Literature Review

- 1. Vocabulary Enrichment
 - a) Definition of Vocabulary

There are several language elements that every English learner must learn and master. These elements grammar, are pronunciation, spelling and vocabulary. One of the elements of language that is very important and must be mastered by English learners is vocabulary. Vocabulary is a complex element in learning English. Vocabulary refers to list or sets of words which individual speakers of language might use, since vocabulary is a list, people may think that the only system involved is that of alphabetical order.¹¹ Without mastery of vocabulary, students will have difficulty in developing other language elements such as pronunciation, spelling and grammar. From this statement it is known that vocabulary is a basic element that must be mastered in learning English before mastering other language elements.

Vocabulary is the total number of words in a language. 12 It means that vocabulary is a list of words in a language that is used by the individual speaker to convey the meaning or to express what the speaker wants to say. Students should master enough vocabularies in learning a language, including English. Vocabulary is the key to communicate. Without vocabulary, someone cannot say what he wants to say, cannot write what he wants to write, or cannot read and understand what he wants to Vocabulary is a powerful carrier of meaning,

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¹¹Hatch, E, Brown.S, *Vocabulary, Semantics, and Language Education*, (New York 1995), p.368

¹² Hornby, A S.1995. "Oxford Advenced Learner's Dictionary of Current English". London: Oxford University Press.

and it forms the basis of learning a second language.

Those definitions show that vocabulary is the first element that the English learners should learn in order to master English well besides the other English elements and skills.

b) The importance of vocabulary

Language skills mostly depends on the mastery of vocabulary.¹³ Therefore, the more vocabulary is mastered, the bigger possibility is that someone can skillfully use the language especially English language.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt emphasizes that "lexical knowledge is central"

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¹³Tarigan, *Prinsip-prinsip Dasar Sastra*, (Bandung 1984), p.2

to communicative competence and to the acquisition of a second language". 14

Nation further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. 15

By knowing the importance of vocabulary mastery, the students are expected to master the skills of reading, listening, writing, and speaking. Mastery of vocabulary will help students or students to acquire the considerable understanding of a large number of words. The students can easily understand the meaning in a sentence with good vocabulary mastery.

From the explanation above, vocabulary is an important element in learning English. Students have to master more vocabulary because the lack of vocabulary mastery often brings trouble for

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¹⁴Schmitt, N. Vocabulary in Language Teaching, (Cambridge 2000), p.55

¹⁵Nation, Learning Vocabulary in Another Language, 2001

English learners. When they are writing something in English, sometimes they get trouble because they don't know how to express their ideas in written language. Therefore, the conclusion is that it cannot be denied that vocabulary is an important element in learning English.

c) Vocabulary mastery

Vocabulary mastery refers to the number of words someone knows. The term mastery is not restricted to simply recognize the meaning of certain words. In other words, it is more precisely defined as 'to know the word' because the learners are said to have a good vocabulary mastery not only able to recognize the meaning but also to know the form, grammar, collocation, meaning, and word formation. In relation to writing subskills, vocabulary mastery can be defined as a number of vocabulary or words in the memory of learners.

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¹⁶Ur,P. A Course in Language Teaching: Practice of Theory, (Cambridge University 1991)

Vocabulary mastery is not spontaneous process that is easily achieved. Vocabulary mastery begins when someone is still a child. Basically, a child's first language from their comes mother tongue. Children will master vocabulary through simple words by listening words spoken by others. It is known that learning English vocabulary cannot be successful without English ability (skills to use English) because both are very important in the process of teaching and learning English.

d) Aspects of vocabulary

Vocabulary has an important role in learning and teaching English. To start a conversation and understanding in English requires mastery of vocabulary first. Mastery of vocabulary can facilitate students in learning English. Professional teachers must use appropriate and effective learning techniques and media in learning and teaching English because actually vocabulary

is applied to four skills, listening, speaking, reading and writing.

Harmer says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb. ¹⁷

1) Meaning

Meaning can be classified into three forms, those are lexical meaning, morphological meaning, and syntactic meaning.

Lexical meaning refers to the meaning (or meaning) of a word (or lexeme) as it appears in a dictionary. Also known as semantic meaning, denotative meaning, and central meaning. Contrast with grammatical meaning (or structural meaning). For example, the meaning of a

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 $^{^{\}rm 17}$ Harmer, Jeremy. 2001. The Practice of English Language Teaching. Longman

residential building in humans associated with home is a vocabulary meaning. The morphological meaning is the meaning of tied to morpheme. Morpheme is the smallest unit with information about meaning or function. And the meaning attached to the arrangement in a sentence is the syntactic meaning. For example question attaches to the word arrangement in the sentence namely he is a student.

a. Synonym

The word synonymy comes from syn- and -nymy. The two parts mean "same and name". Synonym is one of two or more words or expressions of the same language that have the same or nearly the same meaning. Synonym has the same meaning of words, where one word has the same meaning as another word or precisely the same meaning is

being expressed by more than one word.

b. Antonym

Antonym is the opposite meaning. The word antonym comes from ant- and -nymy.

The two parts mean "opposite and name". ¹⁸ An antonym is a word having a meaning opposite to that of another word, such as hot and cold, short and tall. An antonym is the antonym of synonym. Antonymy is the sense relation that exists between words which are opposite in meaning.

c. Denotation

Denotation means the literal meaning of a word or name.

Denotation is conceptual meaning and dictionary meaning.

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¹⁸ Jackson, E.L. (1988) *Leisure Constraints: A Survey of Past Research. Leisure Sciences*, 10, 203-215. https://doi.org/10.1080/01490408809512190

In another meaning Keraf says that denotative meaning is also called as some terms such as denotational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, proportional or This called meaning. is dennotational. referential. conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference 19

d. Connotation

Connotation is a feeling or idea that is suggested by a particular word although it needs to be a part of the word's meaning, or something suggested by an object or situation. It can be said that connotation is denotative meaning which is

¹⁹ Keraf, Gorys. 1984. *Diksi dan Gaya Bahasa*. Jakarta: Gramedia.

stretched. In other words, connotation is the feeling and emotion associated with a meaning.

2) Spelling

Spelling is the ability to spell words in the correct way. It is also an attempt to spell a word in the correct way. Spelling is very important in daily life because it is closely related to communication.

According to 3P Learning, spelling is important for three reasons: Communication: spelling is an important component of communication. Literacy: spelling and reading skills are closely related and help to develop overall literacy. Employment: spelling quality has a direct impact on job opportunities.

That way, the purpose of spelling is to improve reading and writing skills and help us communicate more fluently.

3) Pronunciation

Pronunciation is the form in which the basic symbols of language, segmental phonemes or speech sounds, appear and are arranged in patterns of tone, loudness and duration.

Pronunciation is very important in English, especially for people other than their mother tongue or studying English as a second language. Without proper pronunciation, it hinder can communication. In order to the pronunciation to be correct, it is necessary to practice often bv pronouncing the words in English and checking how to pronounce them correctly.

With the development of today's technology, it is possible to practice listening to audio from native English speakers and check the pronunciation. The main elements of pronunciation are basic elements of speaking that most of

us has studied in listening. Those are stress, rhythm, pitch, and intonation.²⁰

a. Stress

Stress is the relative emphasis that may be placed on certain syllables in a word, or on certain words in a phrase or sentence. In English, the stressed syllable is louder than the unstressed syllable. Also, they are longer and have a higher pitch. English is a time-stressed language.

The importance of learning stress on words is to make our English sounds English. When we have recognized word stress, we will then be able to determine what part of speech a word belongs to.

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Miryani, "Elements of Pronunciation", Module 1, (online), http://repository.ut.ac.id/3820/1/PBIS4220-M1.pdf

b. Rhythm

In phonetics, rhythm is the sense of movement in speech, characterized by stress, timing, and the number of syllables. Adjective: rhythmic. In poetry, rhythm is the repeated alternation of strong and weak elements in the flow of sound and silence in a sentence or line of verse. It can be said that a verse is an arrangement of lines with regular stress pattern.

c. Pitch

Pitch is the degree of lowness and highness of tone in each syllable, while intonation is the going up and down of pitch over different syllables. Hence, if pitch can be considered as note in music, intonation is the melody. Therefore, the using of pitch and intonation is important in speaking or poem because they

give nuance and make oral language more interesting. To make it clearer, pay attention to the next explanation.

d. Intonation

While pitch refers to the degree of high or low a tone on a syllable, intonation is the flow, the music, the going up and own of pitch over different syllables in Intonation utterance. sometimes called the melody of speech. Because when we apply intonation in our speech, our sentences will he more interesting. Intonation will make our speaking livelier and not boring.

The elements of pronunciation is important in studying the emotion or the feelings of either a speaker. Nevertheless, understanding elements of

pronunciation is not only helpful in revealing the feeling and emotion of a real speaker, but also it is helpful in understanding a text, and/or an oral text, for instance a poem.

e) Teaching and learning English vocabulary

Vocabulary is the most important element in teaching and learning English. Teaching vocabulary is not easy to do, because most of teachers think that teaching vocabulary is just a waste of time and emphasizes other learning in English such as grammar, speaking, reading and writing. If the students enrich their vocabulary, they will be easier to learn another aspect of English language.

Teaching is defined as giving instruction to somebody's knowledge, skills, and etc. Based on the explanation, teaching vocabulary is an activity that the teacher gives the students knowledge and explanation about vocabulary and how to impelement in their daily life.

According to Harmer states that there are some techniques for teaching vocabulary, those are demonstration, explanation, discovery, check question, and presentations.²¹

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Thornbury states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

 $^{^{21}}$ Harmer, J.2001. The Practice of English Language Teaching. Third edition. Longman

²² Thornbury. 2002. *How To Teach Vocabulary*. London: Longman

2. Digital Story Telling

Digital storytelling is essentially a process of combining images, sound, text, and video to tell or describe something. In other words, digital storytelling is a new form of storytelling. Usually in storytelling, a story is written and illustrated on a piece of paper, while digital storytelling uses a computer application. A story is realized in a video that is equipped with sound, images, text, and animation so that it is more interesting. In addition, digital storytelling can cover a wide variety of topics, not limited to just classic stories, video results can be anything, and using a variety of available software.

Digital storytelling has several advantages. This method can be applied because it accommodates a variety of learning styles, generates interest, attention, and motivation for the material taught in class. In addition, in making digital storytelling, students' own creative talents are needed so that they can be used to increase students' self-confidence. This method can also develop students' communication skills, improve computer skills, and can improve multiple skills

such as problem solving or problem solving and working in groups or team work.

Meanwhile, according to Microsoft, as quoted by Heriyana and Maureen, there are six benefits of Digital storytelling, namely: a. Creativity and innovation, b. Communication and collaboration, c. Research and fluency of information, d. Critical thinking, problem solving, and decision making.²³

Digital Storytelling can also help students to add vocabulary because the videos must contain text or narration (dubbing) or dialogue.

Currently, most students tend to be lazy with the system of memorizing a lot of vocabulary. However, with current technological advances, we can look for a new, more interesting learning method in the form of learning media for students so that students are not bored and will be interested in participating in the learning. One of the media that can be used is digital storytelling. The media can help students to increase

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²³ Heriyana, Maureen, Y. Irena. 2014. Penerapan Metode Digital Storytelling SMP Negeri 1 Kedamean, Gresik. *jurnalmahasiswa.unesa.ac.id*

vocabulary because in the video there is text or narration or dialogue using English.

A. Previous Researches

A research was conducted by Atiqah Nurul Asri,
 Titien Indrianti, Nanc Perdanasari (2017), entitled

 Penerapan Digital Storytelling Dalam
 Pembelajaran Bahasa Inggris Di Program Studi
 Manajemen Informatika.²⁴

This study is about Making innovative teaching media by utilizing computers and the internet is very necessary to attract students who are currently very fluent in the use of these technologies. Moreover, the facilities in the Informatics Management Study Program in the form of wifi and adequate computer laboratories support teachers to develop an innovation in teaching English.

One method that will apply is the Digital Storytelling method in which students are actively

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²⁴ Asri, Atiqoh N.2017. Penerapan Digital Storytelling Dalam Pembelajaran Bahasa Inggris Di Program Studi Manajemen Informatika. (Online) http://jiesjournal.com/index.php/jies/article/viewFile/90/80

involved in planning, making, and presenting a media in the form of a video that combines text, images, and sound using the software they learned in the Multimedia Basic course. And the result shown that the Digital Storytelling method is very useful, especially in training various abilities, especially presentation skills and language skills, especially speaking.

In this study, it has similarities with this research, which is the same in creating new learning media to improve students' speaking skills in English by using digital storytelling media. But of course there is also a difference with this research, namely this research developed learning media to improve vocabulary based digital folklore storytelling for EFL Young Learners.

2. A research was conducted by Rezaiyan F, Movallali, G, Adibsereshki N, Bakhsi E (2020), entitled The Effectiveness of Online Dialogic Storytelling on Vocabulary Skills of Hard of Hearing Children.²⁵

The present study aimed to investigate the effectiveness of an online dialogic storytelling program on vocabulary skills (picture, relative, and oral vocabulary skills) of hard of hearing children. Deaf and Hard of Hearing (D/HH) children are one of the largest groups of children with special needs. Language development in D/HH children occurs very slowly and the absence of vocabulary (i.e. lexical) skills is taken into account as one of the problems faced by these children while learning a language. So such individuals usually need more direct educational strategies to increase their vocabulary knowledge.

Dialogic Storytelling (DS) has been thus recognized as one of the significant strategies for enhancing vocabulary learning in children since it provides numerous opportunities for learning new words through rich linguistic interactions and conversations using familiar contexts. Numerous

²⁵ Rezaiyan F, Movallali G, Adibsereshki N, Bakhshi E.2020. The Effectiveness of Online Dialogic Storytelling on Vocabulary Skills of Hard of Hearing Children, *Iranian Rehabilitation Journal*.

studies have revealed that DS can have a positive impact on vocabulary development in children at risk of hearing loss. Vocabulary delay is one of the most difficult problems that children with hearing loss face during language acquisition. So treating these problems should be considered in deaf and hard of hearing children.

In this experimental study with pre-test and post-test design and a control group, 34 mothers of hard of hearing children participated. The population included all children aged 4 to 6 years referring to Family and D/HH Children Centers in the city of Tehran, Iran, in 2018-2019. Dialogic Storytelling (DS) was conducted online at the Telegram App. For this purpose, mothers of D/HH children in the experimental group were added to a channel at Telegram App, called parent-child storytelling channel. These mothers were required to be online three days a week at certain hours for 12 weeks. Every day, a story along with relevant pictures and videos as well as explanations, questions. and supplementary activities were posted on the channel, and parents were allowed to ask their questions.

The results showed that the vocabulary skills, picture, relative and oral vocabulary of the experimental group significantly improved after participating in the online dialogic storytelling sessions. And storytelling is one of the most effective ways to improve the vocabulary skills of hearing-impaired children and it seems that storytelling needs to be included in their rehabilitation programs.

This previous study has some similarities with this study, those are the study aims to know the effectiveness of digital storytelling to increase the children's vocabulary and in this previous study also used pre and post-test method. But there are also the differencess, this study aimed to investigate the effectiveness of an online dialogic storytelling program on vocabulary skills of hard of hearing children. And this research developed learning media to improve vocabulary based digital folklore storytelling for EFL Young Learners.

3. A research was conducted by Amelia Leong Chiew Har, Mohamad Jafre Zainol Abidin, & Jamal Safri Saibon (2019), entitled The Benefits and Drawbacks of Using Tablet Based Digital Storytelling in Vocabulary Learning among Malaysian Young English As A Second Language (ESL) Learners.²⁶

Vocabulary is one of the most important skills to be mastered in the English language learning as the mastery of vocabulary learning determines learners' efficiency in learning the language. However, mastering the learning of vocabulary poses difficulties to the English as a Second Language (ESL) learners. Hence, it is important to identify the appropriate approaches in learning the vocabulary.

This study aims to examine the benefits and drawbacks of using the tablet-based digital storytelling application in vocabulary learning among young ESL learners. Qualitative case study has been employed as the research design of this study utilized interviews, documentation

²⁶ Amelia Leong Chiew Har, Mohamad Jafre Zainol Abidin, & Jamal Safri Saibon. (2019). The benefits and drawbacks of using tablet-based digital storytelling in vocabulary learning among Malaysian young English as a Second Language (ESL) learners. *Asia Pacific Journal of Educators and Education*.

and observations techniques. The participants involved in this study were six 11-year-old ESL learners of different level of language proficiency (high, intermediate and low) selected through purposive sampling.

The findings revealed that there were eight benefits and five drawbacks in using the digital storytelling application on tablet to learn vocabulary among the ESL learners. It is found that the use of this vocabulary learning application on tablet is suitable to be used as a vocabulary learning material among the learners.

This study is significant to the curriculum planners, educators and learners in planning and determining the materials that is suitable to be used for vocabulary learning among the young ESL learners. The benefits and drawbacks identified are able to inform all the authorities on the possible strengths and weaknesses in using this application to learn vocabulary.

There are the similarities between this previous research with this study. This previous research was using digital storytelling application to learn vocabulary among young ESL learners. It

looks for the benefits and drawbacks identified this application to learn vocabulary. And there are also the differences from this study. This previous study used qualitative method, but this study used mix method. And this study is developing a new media based on digital storytelling to teach vocabulary.

4. A research was conducted by Maasumeh Abasi and Afshin Soori (2014), entitled Is Storytelling Effective in Improving the English Vocabulary Learning among Iranian Children in Kindergartens?.²⁷

investigate This study aims to the effectiveness of storytelling in improving English vocabulary learning among children kindergarten. Since stories are rich materials for children, they are able to learn more about the world they live through stories. Every situation in real life can be tangible "in the magical world of story. In fact, whatever children learn in the story

²⁷ Maasumeh, Soori Afshin.2014. Is Storytelling Effective in Improving the English Vocabulary Learning among Iranian Children in Kindergartens?. *International Journal of Education and Literacy Studies*.

world can be practical in the real world". Stories can make some suitable situations for children to get some necessary experiences about the problems and dangers of their future life. Thus, they are able to cope with future problems. Children from different ages love stories. From early childhood, the children are told stories of different natures. They like to listen to fairly tales in which "the never-ending struggle of powers of good and evil takes place Stories of their childhood, stories of our own childhood, stories talking about fun accidents or happy memories, stories describing exciting and amusing situations appertain to children's most favorite ones". An storybook can be an ideal means for children to learn a foreign language.

The participants of the present study were 20 children (9 boys and 11 girls) in a private kindergarten in Kerman Iran. The average age of the participants was five. These children were taught with the same English textbook and they had the same English teacher.

In the current study an English storybook was chosen to teach the participants in the

kindergarten. The textbook that was taught was Three Bears. In addition, the researcher made a vocabulary test to be administered as pre and post-tests. In order to motivate the children, they are given some stickers as gifts.

The statistical analysis indicated that storytelling can be a helpful method for children and it increases vocabulary learning. Since there adequate studies related to are not the effectiveness of story and storytelling, story books are not used widely in kindergarten, preschools and nursery schools in Iran. However, the results of the current study allow the teachers or course designers to see the potential and effectiveness of storytelling in increasing the vocabulary learning among the children in kindergartens and preschools.

This previous research aims to know the effectiveness of storytelling in improving English vocabulary, it is similar with this study. This previous study also used pre- and post-test as the instrument. But there are also the differeces between both. In this study researcher made a new vocabulary teaching media based on digital

storytelling, but this previous study only analyzed the effectiveness of storytelling.

 A research was conducted by Lailatul Maya and M. Labib Al Halim (2021), entitled The Effectiveness of Digital Storytelling for Young Learners' Vocabulary Mastery.²⁸

This research aimed to explore the effectiveness of using digital storytelling for young learners' vocabulary mastery. Digital storytelling is the combination of spoken narrative, a number of digital picture, soundtrack, and technology to share stories. From to the statement above, the researcher came to initiate a research to the use of digital storytelling which the focus for improving vocabulary mastery toward young learners. Those supported the research to choose digital storytelling as a medium in improving young learners' vocabulary mastery in EFL classroom. The reasons were, first, young learners usually have positive

²⁸ Maya, L & Al Halim, Labib, M.2021. The Effectiveness of Digital Storytelling for Young Leaners' Vocabulary Mastery. Billfath University Lamongan. *Karangan: Jurnal Bidang Kependidikan, Pembelajaran, dan Pengembangan 3, no.* 2:67-72.

thinking on the use of certain learning medium. It could help them faster to understand the course. Second, the medium which was designed together with technology such as digital storytelling are well expected to be accepted by the young learners since the use of digital technology are not something new for them.

This research was a quantitative research which used pre-experimental research design. The research was divided on pre-test, treatments, and post-test. The aim of an experimental research is to measure the validity of given hypothesis by providing some subjects with some suitable treatments. Hence the researcher analyzed whether digital storytelling was effective to improve young learners' vocabulary mastery or not. The researcher knew the result after finding out the differences between young learners' vocabulary mastery before and after applying digital storytelling by comparing pre-test and post test score.

The findings of the research showed that the score of pre-test and post-test was significantly different. The mean score of young learners' tests was improved. The young learners obtained mean score 52.3 in pre-test and reached 72.9 in post-test. It means that digital storytelling had significant effect to improve the young learners' vocabulary mastery.

This previous research examines whether storytelling can affect the young learners' vocabulary learning in English. This is similar with this study to investigate the effectiveness of using storytelling to children learning vocabulary in English. But the difference from this study is that researcher developed a new teaching media to enrich the children vocabulary based on digital storytelling.

CHAPTER III

RESEARCH METHOD

This chapter discusses research design, time and place of the research, subject of the research, procedure and development, data participants, data collection instrument, and data analysis techniques.

A. Research Design

The research method is research and development or commonly known as the Research and Development method (R and D). R and D is a research method used to produce a certain product.²⁹

This research developed and presented a product in the form of a digital Flipbook based digital folklore story telling. This research is designed as a Research and Development (R&D) research with ADDIE development design. ADDIE consists of 5 main phases or stages, namely (A) analysis, (D) essay, (D) development (I) implementation, and (E) evaluation.

ADDIE is a product development concept.

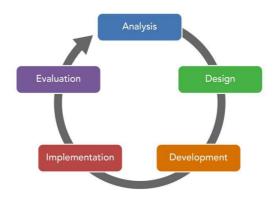
The concept of ADDIE which applied here for constructing performance-based learning. Innovative

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²⁹ Sugiyono, "Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D", (Bandung: Alfabeta, 2011), p. 297

and inspirational are the educational philosophy for the application of ADDIE. Creating product using ADDIE remains one of the most effective tools today because ADDIE is merely a process that serves as a guiding framework for developing educational products and other learning resources.³⁰

The research process from analysis to evaluation (except design and development), the analysis process was carried out in January 2022. The product designed by the developer and the media development process was completed on March 2022. In April 2022 that product implementation can be carried out and results of the evaluation are complete.



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³⁰ Robert Maribe Branch, "*Instructional Design: The ADDIE Approach*", (New York: Springer 2009), p. 2

B. Time and Place of Research

This research was conducted at MIS Asy-Syafi'iyyah 01 Jatibarang Brebes. The time of conducting research from the analysis process of student needs to the final evaluation starting from 10 until 17 January, 2022. In January 2022 researcher conducted an analysis of student needs, more precisely researcher sought out the learning media needed by students to help them in vocabulary enrichment. After the needs analysis is complete, researcher proceed to the next step, namely design.

The product design process started from 23 until 28 March 2022. And the implementation of the product was on April 7, 2022.

C. Subject of Research

The subjects of this study were 30 students of fifth grade at MIS Asy- Syafi'iyyah 01 Jatibarang Brebes. This number is the maximum number of students in one class.

D. Procedure and Development

Based on the name "ADDIE" there are five steps for doing the research: Analyze, Design, Develop, Implement, and Evaluate.

1. Need Analysis

This analysis is needed in the research method that researcher conducted. Need analysis is used to identify the possible causes of the imbalance of real conditions with ideal conditions (performance gaps) or problems environment.³¹ Need analysis plays an important role in language development and Curriculum implementation. development process. Applying needs analysis during training and learning in a language course can benefit both teachers and students. Need analysis can help teachers find out the needs, weaknesses, and desires of their students. It is also important to find a better understanding of a teaching method, strategy, or technique that enables learners language learning process.

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³¹ Robert Maribe Branch, "Instructional Design.... p.23

This media development begins with analyzing some of the issues and needs needed by students and teacher as the user. Some issues and requirements, such as the experience and needs of Teaching Materials, skills and needs, how to select difficult sections of teaching materials, and how to identify and learn learning media and depth criteria for teaching materials.

To find the need analysis needed, the researcher made observations by distributing questionnaires to teachers and students containing questions about the understanding of teaching methods, strategies or techniques, and their needs in their language learning process.

Actual known status / field data observation and distribution of questionnaires to respondents. The results of the observation was analyzed percent, the number of respondents selected each selection was divided by the total number of respondents and as a result of the split, then multiplied by 100%.

The data generated from these observations have been analyzed by researchers. The researcher stated that teachers and students need

learning methods that are more interesting so that they are easy to catch and understand and increase students' interest in learning.

The data obtained from the results of the questionnaire distributed to the respondents are combined with relevant literacy sources. Some sources of literacy that can be used are books, journals.

2. Design

The purpose of the design phase is to make sure the desired performances and appropriate testing method. Good design will be able to close the performance gap due to lack of knowledge and skills.³²

A good design will also make it easier to make products. Creating a product begins with determining the flow of manufacture first, then creating a media concept by examining the suitability of the features to facilitate students in English vocabulary enrichment.

³² Robert Maribe Branch, "Instructional Design...... p. 59

3. Development

The purpose of this phase is to produce and validate the learning resources needed during learning.³³ In other words that the use of this phase is to confirm the learning media under study, namely "Digital Flipbook for English vocabulary Enrichment for EFL Young Learners"

4. Implementation

The purpose of the implementation phase is to prepare the learning environment which involves the students and doing learning activities using the developed media.³⁴

The implementation phase contains the implementation of product trials to the respondents by using questionnaire before doing pre and post-test.

5. Evaluation

The aim of this phase is to appraise the quality of product and processes, both before and after implementation.³⁵ Evaluation before

³⁴ Robert Maribe Branch, "Instructional Design...... p. 133

³³ Robert Maribe Branch, "Instructional Design...... p. 83

³⁵ Robert Maribe Branch, "Instructional Design...... p. 151

implementation is the improvements that have been carried out in the previous stage. While the review after implementation is carried out to determine the results of the respondents' evaluation (implementation phase) of the feasibility of the media.

Pre-Experimental (One Group Pretest-Posttest Design)

One-group pretest-posttest design is one of the pre experimental models, in this model, there is an experimental group and then given a pretest to determine the initial state of the experimental group, then given treatment and given a posttest.

Table 3.1 Experimental Research Design

PRE TEST	TREATMENT	POST TEST
01	X	O2

Description :

O1 = Pretest

O2 = Posttest

X =Treatment is in the form of model application

E. Data Participants/ Sample

The subjects of this study were EFL Young Learners. The samples were collected using a non-probability sampling technique. According to Sugiyono, non-probability sampling is a sampling technique that does not provide equal opportunities or opportunities for each element or member of the population to be selected as a sample.³⁶

F. Data Collection Technique

The types of collecting data in this research are qualitative and quantitative data :

 Qualitative data is data about the process developing the media for vocabulary enrichment based digital FlipBook contains folklore story telling for EFL Young Learners and need analysis.

³⁶Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan Kombinasi (2012)

Quantitative data is the main data in research on showing the effectiveness of the digital FlipBook.

For the data collection instruments, researcher used three instruments to do this reasearch. Those are Questionnaire, Documentation, and One grup pre-test and post-test.

G. Data Collection Instrument.

a. Questionnare technique

The questionnaire is an efficient data collection technique, which is done by giving a set of questions or written statements to respondents to be answered.³⁷ The survey in this study is used to determine the needs of students about what learning media they want to use.

b. Documentation technique

The documentation technique was carried out during the development stage. The results of the documentation in the form of relevant literature sources, guidance notes, questionnaire, developed

³⁷ Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, dan R&D, p. 142

media tools, photos of the implementation process etc.

c. One group pretest-posttest

One-group pretest-posttest design is one form of preexperimental design. In this model there is an experimental group then given a pretest to find out the initial state of the experimental group, then given treatment and given a posttest.

H. Data Analysis Technique

1. Qualitative data analysis

Data analysis techniques used in qualitative data analysis are data reduction, data presentation, and drawing conclusions. Data reduction is focusing on simplifying the records obtained. The submission of data is a collection of information that allows drawing conclusions. While drawing conclusions is a search for meaning contained in the information.³⁸

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³⁸ Miles, M.B, and Huberman, A.M. (1994). *Qualitative Data Analysis*, 2nd Ed., p. 10-12. Newbury Park, CA: Sage.

2. Quantitative data analysis

According to Sugiyono, quantitative methodis a research method resting on positivism philosophy that is used to research population or particular sample, generally the technique to take the sample is taken randomly, the data collection used research instrument, the data analysis has quantitative or statistics in order to test the hyphothesis that has been made.³⁹

The data analysis technique used in the quantitative data to find out the effectiveness of developing digital FlipBook. Data is taken from pretest and posttest using the one group pretest-posttest model. The result of the pretest and posttest were analyzed to measure students' vocabulary enrichment before and after using the digital FlipBook to teach vocabulary enrichment based digital folklore story telling.

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³⁹Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D.* (Bandung: Alfabeta, 2011), P. 14

Data analysis techniques in quantitative research certainly use statistical calculations. 40 Data analysis techniques are ways of analyzing data research, including statistical tools relevant to use in study. The data obtained in this study was analyzed, in order to know the progress of student learning outcomes. The data analysis techniques in this research are as follows:

a. Analysis of Learning Outcomes

Analysis of learning outcomes is one of the educational tools made by the subject teacher after the test. In the assessment of learning outcomes, collection and processing of information as well as data is very necessary. For see an increase in students' understanding of concepts before and after learning is calculated using the gfactor (gain) formula with the formula Hake.

$$N - gain = \frac{Spost - Spre}{Smax - Spre}$$

a .

⁴⁰ Sugiyono, Metodelogi Penelitian Pendidikan....., p.208.

Description:

Spost : Score of Posttest

Spre : Score of Pretest

Smax : Ideal Maximum Score

This normalized gain level is interpreted to express increasing understanding of the concept of motion with the following criteria:⁴¹

Table 3.2 N-gain Result Criteria

Limitation	Category
(N-gain) > 0,7	High
$0.3 \le (N-gain) \ge 0.7$	Medium
(N-gain) < 0,3	Low

b. Pre- requisite Test

The data was taken to find out the result of the average similarity test of pre-test and post-test in small scale group.

Scores.

The average of pre test:

⁴¹Hake, R.R,1999. *Analyzing Change/Gain* http://www.physics.indiana.edu

$$\frac{-}{X_1} = \frac{total\ of\ students'value\ in\ pre\ test}{n_1}$$

c. Post-test

Post- test was held after the treatment were conducted. This test was used to measure students' achievement after the class were given treatment and explanation.

The average of post test:

$$\frac{\ \ }{x_{2}}=\frac{total\:of\:students'value\:in\:post\:test}{n_{2}}$$

d. Paired T- Test with SPSS

T- test is used to analyze the data of this research. A T-test would be measure that used to compare the mean scores of the two groups pre and post test.

If $\sigma_{\frac{1}{2}}^2 = \sigma_{\frac{2}{2}}^2$ (has same variant), the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with} \quad s =$$

$$\sqrt{\frac{(n_1 - 1)s_1^2 + (s_1 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Description

 \bar{X}_1 = The mean score of pretest

 $_{X_2}^-$ = The mean score of posttest

 s_1^2 = Variant of pretest

 s_2^2 = Variant of posttest

 n_1 = The number of students in pretest

 n_2 = The number of students in posttest

The hypothesis are:

 $Ho = \mu 1 = \mu 2$

 $Ha = \mu 1 = \mu 2$

 $\mu 1$ = Average data of pretest

 μ 2 = Average data of posttest

Criteria test is; if t count > t table so Ho is rejected and there is significant difference of average value from both of groups. Moreover, the other way if the t count < t table so Ho is accepted and there is no difference of average value from both of pretest and posttest.

CHAPTER IV

FINDING AND ANALYSIS

This chapter explains the research findings and analysis of developing a model of digital folklore story telling for EFL Young Learners to help their vocabulary enrichment.

This research was conducted at MIS Asy-Syafi'iyyah 01 Jatibarang Brebes. MIS Asy-Syafi'iyyah 01 is an educational unit with an Madrasah Ibtidaiyah level in Jatibarang Kidul, Kec. Jatibarang, Kab. Brebes, Central Java. In carrying out its activities, MIS Ay-Syafi'iyyah 01 is under the auspices of the Ministry of Religion.

The study was conducted in fifth grade with a total of 30 students in one day, on Thursday, April 7, 2022. In this study, students started with the pretest questions. After finishing, the researcher conducted the treatment by showing the flipbook using a laptop and showing it using an LCD projector. Students are asked to pay attention and listen to the explanation from the researcher. After completing the treatment, students were asked to do some posttest questions. The data collection was completed and the researcher calculated the results

from the data in accordance with the data analysis techniques that had been determined.

A. Students and teachers' need analysis

Before developing a digital media for vocabulary enrichment, based on the step of ADDIE model, researcher analyzed what the students and teachers need to help them in learning English especially vocabulary enrichment. Students and teachers' need analysis was undertaken through questionnaire in google form which consist of 12 questions for students and 14 questions for teachers before developing the product. It was conducted on 11-12 of January 2022 by sharing the google form to any teachers and students.

The result showed that 65% of students were able to understand in English learning delivered by the teacher using only the demonstration method and practice questions, the remaining 35% of students were unable to understand in English learning, because students were unable to understand the meaning of what the teacher conveyed. From the questionnaire above, 85% of teachers need a new English learning method to improve students'

vocabulary so that students can more easily understand the material in English.

The questionnaire showed what the most methods or media that often used by the teachers to teach english in the class. 80% of teachers use demontration method and assignment to teach English. And 20% of teachers which added quiz and vocabaulary recitation before clossing the class.

The questionnaire also showed students' opinion about the teachers method in teaching English. Students are less able to understand the material presented by the teacher in the classroom using the demonstration method, because students do not fully know the meaning of words in English. And they need a new learning method or media that is more interesting and efficient to improve vocabulary in English.

B. Developing Media (Flipbook)

The proses of making this Flipbook starts from list ten of folklore storytelling video which were taken from youtube, making a powerpoint which consist of the creator's profile, adding folklore storytelling video, summary of the folklore, some vocabularies which contained in the folklore storytelling video, some exercises, and the last step is converting the powerpoint slides into flipbooks and uploading them.

1. Design

Design phase is a phase for designing media includes preparation of the materials video, summary of the folklore, some vocabularies and questions for exercise. The flipbook design process includes templates, colors and layout starting on Friday, December 24 2021 and finishing on Tuesday, December 28 2021. Based on the result of analysis, there are ten digital folklore storytelling video were choosen by creater, those are:

- a. MalinKundang https://youtu.be/QM4i4XxMlso
- b. Ande-AndeLumut https://youtu.be/yPrLAxHhYHQ
- c. TheOriginofBanyuwangi https://youtu.be/nKC961MXw7s
- d. TheMountofMerapi
 https://youtu.be/tnb0vV5ls81
- e. Toba Lake https://youtu.be/MkRX1xgA-mk

- f. Sangkuriang https://youtu.be/yO2XNcviCxU
- g. Bawang Merah Bawang Putih https://youtu.be/5MElu8VUqHI
- h. The Origin of Surabaya https://youtu.be/oMsNXur8qLA
- i. Panyalahan Village The Faithful Tiger
 https://youtu.be/leFACpcpAoE
- j. The Monkey and The Crocodile https://youtu.be/IY4AK4LVqBA

2. Development

a. Creating the Learning Media

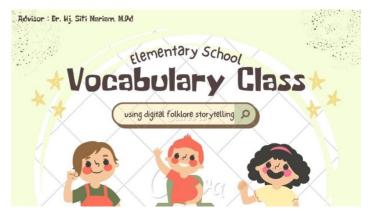
The stages of making media are by assembling all components such as materials, videos, images into interactive learning media in the form of flipbooks. In making learning media there are 3 stages, namely:

1) Learning Media Design

The following is a display of the learning media in the form of a flipbook that has been developed by the researcher.

a) Cover

When you start opening the flipbook, a cover will appear as the initial page. On the cover is written the title of what is learned in the flipbook. Here is the cover view.



Picture 1. Cover

b) Creator's Profile

On the profile page there is the identity of the developer. Here is a view of the creator's profile.



Picture 2. Profile

c) Title of Folklore

In this page there is a description of the title of folklore which is discussed and studied in the next page.



Picture 3. Title

d) Youtube Video

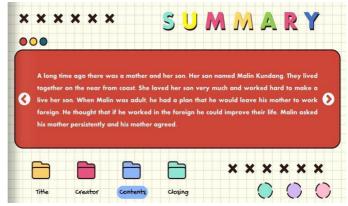
In this page there is a youtube video about folklore storytelling which is studied for vocabulary enrichment.



Picture 4. Youtube video

e) Summary

In this page, there is a summary from a folk tale that has been shown through the previous youtube video. Here's a summary view.



Picture 5. Summary

f) Vocabularies

In this page, the developer writes down some words in English that are found in the folklore that has been shown previously along with the meaning of the vocabulary.

	VC	CAB	ULAR	Y
			16. Under attack	
×	1. Child 2. Father	: Anak : Ayah	17. Large	: Diserang : Luas
^	3. Mother	: Ayan : Ibu	18. Crowded	: Ramai
×	4. Village	: Desa	19. Weak	: Lemah
~	5. Beach	: Pesisir/Pantai	20. Money	: Uang
×	6. Poor	: Miskin	21. Wife	: Istri
**	7. Chicken	: Ayam	22. Old	: Tua
×	8. Ship	: Perahu	23. Family	: Keluarga
**	9. Abroad	: Luar Negri	24. Sad	: Sedih
×	10. Work hard	: Bekerja keras	25. Angry	: Marah
**	11. Felt/ Fall	: Terjatuh	26.Cry	: Menangis
×	12. Scar	: Luka	27. Arm	: Lengan
	13. Permission	: Izin	28. Curse	: Kutukan
	14. Worry	: Khawatir	29. Stone	: Batu
	15. Rich	: Kaya	30. Thunder	: Guntur
				××××

Picture 6. Vocabularies

h) Exercise

In this page, there are several questions for students about the vocabulary that has been studied in the previous page and to measure how well students understand the use of this learning media.



Picture 7. Exercise

i) Pictures

This is the last page on the flipbook. In this page provides several pictures of the folklore that have been studied on the previous page to give students an idea of the folklore. Here's how it looks



Picture 8. Pictures

2) Testing

The testing stage is the stage to check whether the learning media can run well or not before being published on the internet in the form of a digital flipbook and given to students. This stage is carried out during the process of making slides for flipbook displays.

3) Publishing

Publishing is the last stage in making this learning media. If the learning media has gone well, then the next step is to publish or export digital media that is used for research. Publishing really needs to be done so that learning media can be transferred easily to flash so that students are easier to access it on each student's computer or smartphone.

3. Implementation

The implementation phase began to be conducted by testing the feasibility of instructional media to 2 English teacher and 5 students. Before the media used, the developer shared the link to the teachers and show to 5 students. After that teachers and students were asked to give a response or opinion by filling out a questionnaire that had been distributed by the researcher. The process of implementing media was conducted on Monday, March 21 2022.

The developer also has implemented the learning media product for 30 students of fifth grade students of MIS Asy- Syafi'iyyah 01 Jatibarang Brebes on Thursday, April 7, 2022. Before using the

learning media, students are asked to do 15 pre-test questions. After finishing work, the developer provides treatment by displaying the learning media. Students are asked to pay attention to the explanation and do some exercise questions in the learning media. After completion, students are asked to work on 15 post-test questions that have been prepared by the developer. From the results of the two tests, the developer can measure the level of students' understanding before and after the treatment.

4. Evaluation

The evaluation process is carried out after the developer has finished implementing the learning media in learning English in the classroom. The evaluation process took place on April 2022 There are several points in this process.

a. The result of the questionnaire responses by students as the users

There are 3 aspects in questionnaire for students or users, those are media, materials, and benefit.

1) Media

65% of students stated the selection of learning media developed by researcher was very good, they felt helped by this media to enrich their vocabularies. 73% of students stated that the media was easy to read, fount selection was very good. And 63% of the students gave highest value for the application layout.

2) Materials

75% of students stated that the materials was very easy to understand and appropriate with the material they needed in learning vocabulary. And the students thaught the presentation is quite good.

3) Benefit

63% of the students stated that the media can increase students interest in learning, especially in learning English to enrich their vocabulary. 58% of students think that the media can facilitate them in understanding the material.

b. Analysis of learning outcomes

For see an increase in students, understanding of concepts before and after learning is calculated using the gfactor (gain) formula with the formula Hake. This is the result from each students.

No.	Respondents	Class	Pre- Test	Post- Test	N- gain	Category	
1	Azril Maulana	V	35	70	0.538	Medium	
2	M. Ilham	V	25	50	0.333	Medium	
3	M. Ikhsan Maulana	V	40	95	0.916	High	
4	Syauqi Ferdinan	V	30	90	0.857	High	
5	Firdan Juninda	V	85	100	1	High	
6	Azamatul Ulya	V	100	100	0	Low	
7	Faris	V	70	100	1	High	
8	Ali Charozim	V	45	55	0.181	Low	
9	Nur Layda	V	5	10	0.052	Low	
10	Aulia R	V	70	100	1	High	
11	Atha Regina	V	30	70	0.571	Medium	
12	Aisyah	V	45	100	1	High	

13	Atikah	V	60	95	0.875	High	
14	Afnin Naila	V	55	60	0.111	Low	
15	Sifa Nur	V	40	45	0.083	Low	
16	Fellysa	V	55	65	0.222	Low	
17	M. Kalki	V	75	100	1	High	
18	Restu Arum	V	60	95	0.857	High	
19	M. Ikhsan Kamil	V	40	65	0.416	Medium	
20	Darin Husna	V	70	85	0.5	Medium	
21	Halimah	V	70	100	1	High	
22	M. Yuki	V	20	40	0.25	Low	
23	Maryani	V	25	65	0.533	Medium	
24	Azimatun Nimah	V	10	90	0.888	High	
25	M. David Saputra	V	20	70	0.625	Medium	
26	Amina	V	55	100	1	High	
27	Zahra	V	60	60	0	Low	
28	Naylatul Izzah	V	15	80	0.764	Medium	
29	Nur Zaman	V	65	65	0	Low	
30	M. Raikhan	V	35	70	0.538	Medium	

c. Pre Test Result

$$\frac{1}{X_1} = \frac{\text{total of students' value in pre test}}{n_1}$$

$$\frac{1}{X_1} = \frac{1410}{30} = 47$$

The Mean score of the Pre test is 47.

d. Post Test Result

$$\frac{-}{X_1} = \frac{\text{total of students' value in pre test}}{n_1}$$

$$\frac{-}{X_1} = \frac{2290}{30} = 76.3$$

The Mean score of the Post test is 76.3.

C. Effectiveness

From the data above (in evaluation point), we can know the category of N-gain result was mostly medium and high and the mean score of pre test was 47. The mean score of post test was 76.3. It can be concluded that the media developed by researcher had helped the students to enrich their English vocabularies and understanding the sentences. The students' mean score from 47 increases become 76.3.

e. T- Test Result

Paired Samples Test

		Paired Differences							
					95% Confidence				
				Std.	Interva	l of the			Sig.
			Std.	Error	Diffe	rence			(2-
		Mean	Deviation	Mean	Lower	Upper	t	Df	tailed)
Pair Pl	RE								
1 T	EST								
-		29,33333	20,99808	3,83371	37,17415	21,49252	7,651	29	,000
PO	OST	29,33333			31,17413	21,49232	7,031		
T	EST								

It is known that the value of Sig. (2-tailed) of 0.000 < 0.05, it can be concluded that there is a significant difference between learning outcomes before and after being given new learning media treatment at Pretest and Posttest.

In the table of the previous calculation results it is known that the mean score of Posttest was 76.3 and the mean score of Pretest was 47. From the table shows that the standard deviation is 20.99808. with this data, it was known that the effectiveness of the

media was moderate with value 59.6. These values indicate that the media developed was quite effective.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the data from the research and discussion entitled "Developing A Model of Vocabulary Mastery Enrichment Based Digital Folklore Story Telling for EFL Young Learners" can be concluded that:

- 1. Based on the needs analysis made by the researcher regarding the situation and condition of teachers and students in learning English in the classroom, the researcher concluded that teachers and students need this learning media to help students' vocabulary enrichment and easily understand in English material. This media helps teachers in delivering learning in class which focuses on students' vocabulary enrichment.
- 2. Developing Digital Folklore Storytelling Media (Flipbook)

Students in English lessons are less interested and less motivated to understand the materials in detail because of their lack of vocabulary in English, it can be seen in the learning outcomes which tend to only explain the materials by the teacher and the learning method used is still monotonous and does not refer to enrich English vocabulary. This is one indication of the students' lack of understanding in English. So that this problem is used as materials for research on the development of digital folklore storytelling media in the form of a flipbook.

The results of questionnaires according to the teacher the level of understanding of students' material in learning English is still low, so it is necessary to make efforts to increase students' interest in learning to better understand the materials of English vocabulary. In learning English, students find it difficult to understand because they do not know the meaning of the words in English that are conveyed.

After collecting data, the next step is to develop learning media according to the needs and characteristics of students. Preparation of media in the form of a flipbook using digital folklore storytelling from youtube videos. The contents of the flipbook include folklore titles,

youtube videos, summaries, vocabulary, exercises and pictures.

The design used in the learning media is a powerpoint slide with an attractive picture theme. By using an interesting theme, it will use high creativity in expressing the knowledge that students get, besides that color combinations can also be complementary.

3. The effectiveness of the Media

The feasibility of flipbook media obtained results in a good category with a percentage of 65%, so it can be found that the development of "appropriate" media is used for learning.

The results of the effectiveness of the media in the one group pretest and posttest trials obtained that the mean value before using the media was 47 and the mean value before using the media was 76.3 so that there was an increase in the mean value of 29.3. So it can be said that this media is feasible and effective to be used in increasing students' English vocabulary.

B. SUGGESTION

Based on research on the development of media models for students' English vocabulary enrichment using digital folklore storytelling in the form of flipbooks, the researcher provides suggestions for the use of media as follows:

1. For Students

- Students are more enthusiastic in learning and try to improve the competence of learning outcomes, especially in English subjects.
- b. Students must be more active in utilizing media or aids according to their abilities in an effort to increase understanding so that learning objectives and results can be achieved optimally.

2. For Teachers

- Teachers should understand the characteristics and abilities of students to be precise in delivering learning materials.
- Teachers should be more creative in using learning media in order to improve student learning outcomes and processes.

c. Teachers should use learning media to adjust the material provided because using media can streamline time, learning outcomes and optimize the role as facilitator.

3. For School

- a. The school should further improve the quality and quantity of learning media so that students can improve learning outcomes.
- b. The school should always provide encouragement for teachers to develop learning media that can increase student motivation in the process and learning outcomes.

Based on the suggestions for using the media above, the development of digital storytelling flipbook media for mastering English vocabulary can be the first step for the development of further learning media. The development of digital storytelling flipbook media can be developed for learning materials and other purposes along with the development of science and technology. This

is done so that the results of learning media products are more developed and can increase student learning outcomes optimally.

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Appendix 1

User Manual or User's Guidance

To open this Flipbook, the teachers or students required to access the website link, https://online.fliphtml5.com/mglxv/qjfi/

Then teachers and students will see the cover of flipbook. to continue in the next page, the user should sliding or click the right side of the flipbook. and for coming back to the previous page, the user can slide or click the left side of the flipbook. on each page, the teachers is encouraged to explain the material that is available on the flipbook. at the end of the material there are several questions for students practicing and measuring students' understanding of the material that has been given previously.

Appendix 2

Nama :

Students' Need Analysis Questionnaire

Ke	las :
Sel	kolah :
	DAFTAR PERTANYAAN SISWA
1.	Pertanyaan : Bagaimana metode pembelajaran Bahasa Inggris yang dilakukan oleh guru saat kegiatan pembelajaran dikelas saat ini? Jawaban :
2.	Pertanyaan : Bagaimana pendapat siswa mengenai pembelajaran tersebut? Jawaban :
3.	Pertanyaan : Apakah pembelajaran Bahasa Inggris yang diberikan oleh guru saat ini mudah untuk dimengerti?

	Jawaban
	<u>:</u>
٠.	Pertanyaan : Apakah ada kesulitan dalam
	kegiatan pembelajaran Bahasa Inggris, Apa saja
	kesulitan tersebut?
	Jawaban
	:
í.	Pertanyaan : Metode pembelajaran
	seperti apa yang siswa inginkan dalam kegiatan
	pembelajaran Bahasa Inggris?
	Jawaban
	:
· •	Pertanyaan : Apakah siswa
	membutuhkan metode pembelajaran Bahasa
	Inggris yang lebih menarik dan mudah difahami?
	Jawaban
	:
•	Pertanyaan : Apakah siswa dapat
	menggunakan Smartphone/Internet?

	Jawaban				
	:		•••••		
8.	Pertanyaan	:	Apakah	siswa	suka
	menonton vide	o yang m	enarik di S	martpho	ne?
	Jawaban				
	:				
9.	Pertanyaan	:	Bagair	nana	jika
	pembelajaran	Bahasa	Inggris	mengg	unakan
	media video pe	embelajar	an digital s	torytellii	ng?
	Jawaban				
	:				
10.	Pertanyaan	:	Dengan	mengg	unakan
	media video p	embelaja	ran digital	, apakah	minat
	belajar siswa a	kan meni	ngkat?		
	Jawaban				
	·				
11.	Pertanyaan	: A	apakah sis	wa akar	lebih
	mudah menang	gkap dan	memahan	ni kosaka	ıta dan
	maknanya me	elalui vid	deo pembe	elajaran	digital

tersebut?

	Jawaban					
	·		•••••			
12.	Pertanyaan		:	Apa	akah	siswa
	membutuhka	n medi	a vide	o per	nbelajar	an digital
	storytelling	untuk	diguna	akan	dalam	kegiatan
	pembelajaran	dikela	s?			
	Jawaban					
	:					

Appendix 3

One of The Students' Response of Need Analysis Ouestionnaire

Nama : Yizka Amaliyah Putri

Kelas : VI (Enam)

Sekolah : MIS ASY-SYAFI'IYYAH 01

DAFTAR PERTANYAAN SISWA

1. Pertanyaan : Bagaimana metode pembelajaran Bahasa Inggris yang dilakukan oleh guru saat kegiatan pembelajaran dikelas saat ini?

Jawaban : Menerangkan materi, memberi soal, dan menghafalkan

beberapa kosakata

2. Pertanyaan : Bagaimana pendapat siswa mengenai pembelajaran tersebut?

Jawaban : Suka, karena mudah

dipahami

3. Pertanyaan : Apakah pembelajaran Bahasa Inggris yang diberikan oleh guru saat ini mudah untuk dimengerti?

Jawaban : Cukup mudah dimengerti

4. Pertanyaan : Apakah ada kesulitan dalam kegiatan pembelajaran Bahasa Inggris, Apa saja kesulitan tersebut?

Jawaban : Sudah menghafal beberapa

kosakata

5. Pertanyaan : Metode pembelajaran seperti apa yang siswa inginkan dalam kegiatan pembelajaran Bahasa Inggris?

Jawaban : Penjelasan lebih detail dan

metode yang menarik

6. Pertanyaan : Apakah siswa membutuhkan metode pembelajaran Bahasa Inggris yang lebih menarik dan mudah difahami?

Jawaban : Butuh

7. Pertanyaan : Apakah siswa dapat menggunakan Smartphone/Internet?

Jawaban : Bisa

8. Pertanyaan : Apakah siswa suka menonton video yang menarik di Smartphone?

Jawaban : Suka

9. Pertanyaan : Bagaimana jika pembelajaran Bahasa Inggris menggunakan media video pembelajaran digital storytelling?

Jawaban : Setuju

10. Pertanyaan : Dengan menggunakan media video pembelajaran digital, apakah minat belajar siswa akan meningkat?

Jawaban : Iya karena lebih menarik

11. Pertanyaan : Apakah siswa akan lebih mudah menangkap dan memahami kosakata dan maknanya melalui video pembelajaran digital tersebut?

Jawaban : *Iya*

12. Pertanyaan : Apakah siswa membutuhkan media video pembelajaran digital storytelling untuk digunakan dalam kegiatan pembelajaran dikelas?

Jawaban : Iya sangat butuh

Appendix 4

Nama	:
Sekolal	ı :
	DAFTAR PERTANYAAN GURU
1.	Pertanyaan : Metode pembelajaran seperti apa
	yang Bapak/Ibu guru yang saat ini digunakan dalam
	pembelajaran Bahasa Inggris?
	Jawaban
	:
2.	Pertanyaan : Apa alasan Bapak/Ibu guru
	menggunakan metode pembelajaran tersebut?
	Jawaban
	:
3.	Pertanyaan : Apakah siswa mampu mengikuti
	pembelajaran tersebut dengan baik?
	Jawaban
	·

Questionnaire of Teachers' Need Analysis

4.	Pertanyaan : Apa yang siswa butuhkan dalam
	pembelajaran Bahasa Inggris?
	Jawaban
	:
5.	Pertanyaan : Berapa persenkah tingkat
	ketertarikan siswa dalam kegiatan pembelajaran
	Bahasa Inggris?
	Jawaban
	:
6.	Pertanyaan : Apakah ada kendala selama
	kegiatan pembelajaran Bahasa Inggris, jika ada apa
	saja kendala yang dihadapi?
	Jawaban
	:
7.	Pertanyaan : Menurut Bapak/Ibu guru, apakah
	siswa dapat menangkap dan memahami beberapa
	kosakata dalam Bahasa Inggris dalam kegiatan
	pembelajaran?
	Jawaban
	:

8.	Pertanyaan : Berapa persenkah kemampuan
	siswa dalam menangkap dan memahami kosakata
	dalam Bahasa Inggris?
	Jawaban
	:
9.	Pertanyaan : Metode seperti apa yang Bapak/Ibu
	guru gunakan untuk meningkatkan kosakata Bahasa
	Inggris siswa?
	Jawaban
	:
10.	Pertanyaan : Apakah Bapak/Ibu guru
	membutuhkan metode pembelajaran yang lebih
	menarik untuk meningkatkan kosakata Bahasa Inggris
	siswa?
	Jawaban
	:
11.	Pertanyaan : Bagaimana pendapat Bapak/Ibu
	guru jika video digital storytelling digunakan sebagai
	media peningkatan kosakata Bahasa Inggris siswa?

	Jawaban
	·
12.	Pertanyaan : Penggunaan media video
	pembelajaran digital storytelling dapat menjadikan
	kegiatan belajar menjadi lebih menarik dan
	menyenangkan bagi siswa. Bagaimana pendapat
	Bapak/Ibu guru?
	Jawaban
	:
13.	Pertanyaan : Penggunaan media video
	pembelajaran digital storytelling akan membantu
	siswa untuk lebih mudah dalam menangkap dan
	memahami kosakata dalam Bahasa Inggris.
	Bagaimana pendapat Bapak/Ibu guru?
	Jawaban
	:

14. **Pertanyaan** : Apakah Bapak/Ibu guru membutuhkan media video pembelajaran digital storytelling untuk digunakan sebagai metode pembelajaran Bahasa Inggris dalam kegiatan pembelajaran dikelas?

Jawaban	l		

One of The Teachers' Response of Need Analysis Questionnaire

Nama : Devi Lisdiani, S.Pd

Sekolah : SD Islam Terpadu YAMMBA

DAFTAR PERTANYAAN GURU

1. Pertanyaan : Metode pembelajaran seperti apa yang Bapak/Ibu guru yang saat ini digunakan dalam pembelajaran Bahasa Inggris?

Jawaban : Menerangkan materi kemudian melakukan kegiatan quiz dan penambahan point pada siswa yang dapat menjawab dengan benar dan diakhiri dengan setoran vocabulary.

2. **Pertanyaan** : Apa alasan Bapak/Ibu guru menggunakan metode pembelajaran tersebut?

Jawaban : Metode yang saya pakai lebih efektif untuk diingat siswa dan menjadi metode yang menarik karena dilakukan dengan sistem yang tidak monoton.

3. **Pertanyaan** : Apakah siswa mampu mengikuti pembelajaran tersebut dengan baik?

Jawaban : Iya

4. **Pertanyaan** : Apa yang siswa butuhkan dalam pembelajaran Bahasa Inggris?

Jawaban : Perlu banyak latihan speaking dan vocabulary agar lebih mudah memahami materi bahasa Inggris.

5. Pertanyaan : Berapa persenkah tingkat ketertarikan siswa dalam kegiatan pembelajaran Bahasa Inggris?

Jawaban : 70 %

6. Pertanyaan : Apakah ada kendala selama kegiatan pembelajaran Bahasa Inggris, jika ada apa saja kendala yang dihadapi?

Jawaban : Sinonim Antonim dalam suatu text

Exam, vocabular yg kurang, daya tarik siswa
sendiri terhadap bahasa Inggris terlampau
kurang.

7. **Pertanyaan** : Menurut Bapak/Ibu guru, apakah siswa dapat menangkap dan memahami beberapa kosakata dalam Bahasa Inggris dalam kegiatan pembelajaran?

Jawaban : Kurang

8. **Pertanyaan** : Berapa persenkah kemampuan siswa dalam menangkap dan memahami kosakata dalam Bahasa Inggris?

Jawaban : 50 %

9. Pertanyaan : Metode seperti apa yang Bapak/Ibu guru gunakan untuk meningkatkan kosakata Bahasa Inggris siswa?

Jawaban : Hafalan vocab pada jam pelajaran

10. Pertanyaan : Apakah Bapak/Ibu guru membutuhkan metode pembelajaran yang lebih menarik untuk meningkatkan kosakata Bahasa Inggris siswa?

Jawaban : Sangat butuh

11. **Pertanyaan** : Bagaimana pendapat Bapak/Ibu guru jika video digital storytelling digunakan sebagai media peningkatan kosakata Bahasa Inggris siswa?

Jawaban : Tampaknya akan menarik siswa untuk memperbanyak pemahaman mengenai vocab. 12. **Pertanyaan** : Penggunaan media video pembelajaran digital storytelling dapat menjadikan kegiatan belajar menjadi lebih menarik dan menyenangkan bagi siswa. Bagaimana pendapat Bapak/Ibu guru?

Jawaban : Setuju

13. **Pertanyaan** : Penggunaan media video pembelajaran digital storytelling akan membantu siswa untuk lebih mudah dalam menangkap dan memahami kosakata dalam Bahasa Inggris. Bagaimana pendapat Bapak/Ibu guru?

Jawaban : Setuju

14. **Pertanyaan** : Apakah Bapak/Ibu guru membutuhkan media video pembelajaran digital storytelling untuk digunakan sebagai metode pembelajaran Bahasa Inggris dalam kegiatan pembelajaran dikelas?

Jawaban : Butuh

Name:

Instruments of Pre- Test PRE-TEST

Class	:		
A.	Transpose the letters of the word and form another word by using those letters exactly once based on the definition. Example: Walk (Berjalan)		
		Makan (Eat)	
	1.		(Ayah)
	2.		(Ibu)
	3.		(Kaya)
	4.		(Miskin)
	5.		(Uang)
	6.		(Kingdom)
	7.		(King)
	8.		(Village)
	9.		(River)
	10.		(Hunting)

B.	Co	Complete the sentences below with the words in the				
	box	box.				
	1.	The Prince was hunting in the				
	2.	2. Malin kundang left his mother and went to				
		the				
	3. Klenting Kuning has Stepsisters.					
	4.	. Who is the Giant crab name?				
	5.	Kingdom is				
	6.	When Surati had sunk to the river, the river was				
	smell					
	7.	What is the meaning of "Poor"?				
	8.	What is the meaning of "Rich"?				
	9.	Ship is				

Perahu	Forest	Three	Kaya	Kerajaan
Jembatan	City	Ande-ande Lumut	Good	Miskin

10. Bridge is.....

Answer Key of Pre- Test Questions

- A. Transpose the letters of the word and form another word by using those letters exactly once based on the definition.
 - 1. Father
 - 2. Mother
 - 3. Rich
 - 4. Poor
 - 5. Money
 - 6. Kerajaan
 - 7. Raja
 - 8. Desa
 - 9. Sungai
 - 10. Berburu
- B. Complete the sentences below with the words in the box.
 - 1. Forest
 - 2. City
 - 3. Three
 - 4. Ande-ande Lumut
 - 5. Kerajaan
 - 6. Good

- 7. Miskin
- 8. Kaya
- 9. Perahu
- 10. Jembatan

The Result of Pre- Test

No.	Respondents	Class	Pre-Test
1	Azril Maulana	V	35
2	M. Ilham	V	25
3	M. Ikhsan Maulana	V	40
4	Syauqi Ferdinan	V	30
5	Firdan Juninda	V	85
6	Azamatul Ulya	V	100
7	Faris	V	70
8	Ali Charozim	V	45
9	Nur Layda	V	5
10	Aulia R	V	70
11	Atha Regina	V	30
12	Aisyah	V	45
13	Atikah	V	60
14	Afnin Naila	V	55
15	Sifa Nur	V	40
16	Fellysa	V	55
17	M. Kalki	V	75
18	Restu Arum	V	60

19	M. Ikhsan Kamil	V	40
20	Darin Husna	V	70
21	Halimah	V	70
22	M. Yuki	V	20
23	Maryani	V	25
24	Azimatun Nimah	V	10
25	M. David Saputra	V	20
26	Amina	V	55
27	Zahra	V	60
28	Naylatul Izzah	V	15
29	Nur Zaman	V	65
30	M. Raikhan	V	35

Name : Class :

Instruments of Post Test POST-TEST

A.	Transpose the letters of	of the word and form another
	word by using those le	tters exactly once based on the
	meaning.	
	Example : Hunt (Berbu	ru) —
	Makan (Eat)	
	1	(Hobby)
	2	(Help)
	3	(Bring)
	4	(Walk)
	5	(Brother)
	6	(Marah)
	7	(Sungai)
	8	(Jembatan)
	9	(Raja)
	10	(Kerajaan)

B.	Complete the sentences below with the words in the					
	box	box.				
	1.	Banyuwangi is the name of city in				
	2.	Malin kundang left hisand went to the				
		city.				
	3.	Malin kundang was cursed by his mother				
	became					
	4.	Ande-ande Lumut married with				
	5.	Kingdom is				
	6.	What is the meaning of "Hunting"?				
	7. What is the meaning of "Palace"?					
	8.	Merapi mount is located in				
	9.	What is hutan in English?				
	10.	Toba lake is located in				

Stone	Forest	Berburu	Klenting kunin	g Kerajaan
North Sumatr	a Mother	East Java	Istana	Yogyakarta

Answer Key of Post Test Questions

- A. Transpose the letters of the word and form another word by using those letters exactly once based on the meaning.
 - 1. Kegemaran
 - 2. Menolong
 - 3. Membawa
 - 4. Berjalan
 - 5. Saudara laki-laki
 - 6. Angry
 - 7. River
 - 8. Bridge
 - 9. King
 - 10. Kingdom
- B. Complete the sentences below with the words in the box.
 - 1. East Java
 - 2. Mother
 - 3. Stone
 - 4. Klenting kuning
 - 5. Kerajaan
 - 6. Berburu

- 7. Istana
- 8. Yogyakarta
- 9. Forest
- 10. North Sumatra

Appendix 11 The Result of Post Test

No.	Respondents	Class	Post-Test
1	Azril Maulana	V	70
2	M. Ilham	V	50
3	M. Ikhsan Maulana	V	95
4	Syauqi Ferdinan	V	90
5	Firdan Juninda	V	100
6	Azamatul Ulya	V	100
7	Faris	V	100
8	Ali Charozim	V	55
9	Nur Layda	V	10
10	Aulia R	V	100
11	Atha Regina	V	70
12	Aisyah	V	100
13	Atikah	V	95
14	Afnin Naila	V	60
15	Sifa Nur	V	45
16	Fellysa	V	65
17	M. Kalki	V	100
18	Restu Arum	V	95

19	M. Ikhsan Kamil	V	65
20	Darin Husna	V	85
21	Halimah	V	100
22	M. Yuki	V	40
23	Maryani	V	65
24	Azimatun Nimah	V	90
25	M. David Saputra	V	70
26	Amina	V	100
27	Zahra	V	60
28	Naylatul Izzah	V	80
29	Nur Zaman	V	65
30	M. Raikhan	V	70

T- Test of Pre-Test and Post Test Result

Paired Samples Test

		I un v	ou ouiii	pies res				
		Paire	d Differe	ences				
		Std.	Std. Error	95 Confid Interva Diffe		d	Sig. (2- taile	
	Mean	on	Mean	Lower	Upper	t	f	d)
Pa PR ir E 1 TES T - PO ST TES T	- 29,333 33	20,998 08	3,833 71	- 37,174 15	- 21,492 52	- 7,6 51	2 9	,000,

Questionnaire Validity for English Teachers

DEVELOPING A MODEL OF VOCABULARY ENRICHMENT BASED DIGITAL FOLKLORE STORY TELLING FOR EFL YOUNG LEARNERS

(English Teacher)

Nama:

NIP :

Bapak / Ibu yang terhormat,

Saya memohon bantuan Bapak/ Ibu untuk mengisi lembar validitas ini. Lembar validitas ini dimaksud untuk mengetahui pendapat Bapak/ Ibu selaku Guru Bahasa Inggris terhadap kelayakan produk media pembelajaran flipbook yang dibuat. Pendapat, saran, penilaian, kritik dan komentar Bapak/ Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas

media pembelajaran ini. Atas bantuan dan kesediaan Bapak/ Ibu untuk mengisi lembar validitas ini, saya mengucapkan terima kasih.

PETUNJUK PENGISIAN ANGKET

Isilah tanda check list ($\sqrt{}$) pada kolom yang Bapak/ Ibu anggap sesuai dengan aspek yang ada.

Kriteria penilaian:

SB : Sangat Baik (5)

B : Baik (4)

C : Cukup (3)

KB : Kurang Baik (2)

SK : Sangat Kurang (1)

No.	Aspek	Indikator	S	kal	a Pe	nila	ian	Komentar
			1	2	3	4	5	
1.	Pembelajaran	Kesesuaian						
		materi dengan						
		modul yang						
		ada						
		Kesesuaian						
		materi						
		dengan						
		tujuan						
		pembelajaran						
		Kelengkapan						
		materi						
		Kedalaman						
		materi						
		Keakuratan						
		materi						
		sesuai teori						
		dan konsep						
		Keakuratan						
		acuan						
		pustaka						
		Interaktivitas						
		siswa dengan						
		media						
2.	Kelayakan	Kesesuaian media						

		dengan			
	penyajian	tuntutan pembelajara n			
		Kemenarikan Penyajian Materi			
		Kejelasan Penyajian Materi			
		Keruntutan Penyajian Materi			
3.	Penilaian bahasa	Ketepatan Penggunaan istilah dan Pernyataan			
		Bahasa materi Mudah Dipahami			
		Menciptakan Komunikasi Interaktif			
		Kesesuaian dengan kaidah Bahasa Inggris			
		Konsistensi Penggunaan spasi, judul dan Pengetikan Materi			

Koherensi				
dan				
keruntutan				
alur berfikir				

Perbaikan

Media

Petunjuk:

- Apabila terjadi kesalahan pada media, mohon untuk dituliskan jenis kesalahan atau kekurangan pada kolom (a).
- 2. Mohon berikan saran perbaikan pada kolom (b)

No	Jenis Kesalahan (a)	Saran Perbaikan (b)

Komentar / Saran : Kesimpulan

Media ini dinyatakan:

- 1. Layak digunakan tanpa revisi
- 2. Layak digunakan dengan revisi sesuai saran
- 3. Tidak layak digunakan

(Mohon diberi tanda lingkaran pada nomor yang sesuai dengan kesimpulan Bapak/ Ibu)

Semarang,	21	March	2022
Validator			
(,)
(•••••	••••••	,
NIP.			

Response of Validity Questionnaire for English Teacher

Validity Questionnaire for English Teachers

DEVELOPING A MODEL OF VOCABULARY ENRICHMENT BASED DIGITAL FOLKLORE STORY TELLING FOR EFL YOUNG LEARNERS

(English Teacher)

Nama : Labibah Fadlila Diana, S.Pd

NIP : -

Bapak / Ibu yang terhormat,

Saya memohon bantuan Bapak/ Ibu untuk mengisi lembar validitas ini. Lembar validitas ini dimaksud untuk mengetahui pendapat Bapak/ Ibu selaku Guru Bahasa Inggris terhadap kelayakan produk media pembelajaran flipbook yang dibuat. Pendapat, saran, penilaian, kritik dan komentar Bapak/ Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini. Atas bantuan dan kesediaan Bapak/ Ibu untuk mengisi lembar validitas ini, saya mengucapkan terima kasih.

PETUNJUK PENGISIAN ANGKET

Isilah tanda check list $(\sqrt{})$ pada kolom yang Bapak/ Ibu anggap sesuai dengan aspek yang ada. Kriteria penilaian : SB : Sangat Baik (5)

B : Baik (4)

C : Cukup (3)

KB : Kurang Baik (2)

SK : Sangat Kurang (1)

No.	Aspek	Indikator	Ski	ala Per	nilaiar	1		Komentar
			1	2	3	4	5	
1.	Pembelajaran	Kesesuaian materi dengan modul yang ada				V		
		Kesesuaian materi dengan tujuan pembelajaran				v		
	58	Kelengkapan materi					V	
		Kedalaman materi					v	
		Keakuratan materi sesuai teori dan konsep					V	
		Keakuratan acuan pustaka					~	
		Interaktivitas siswa dengan media					v	
2.	Kelayakan	Kesesuaian media dengan					V	

	penyajian	tuntutan pembelajaran	-		
		Kemenarikan Penyajian Materi			v
		Kejelasan Penyajian Materi		V	
		Keruntutan Penyajian Materi		v	
3.	Penilaian bahasa	Ketepatan Penggunaan istilah dan Pernyataan			~
		Bahasa materi Mudah Dipahami			V
		Menciptakan Komunikasi Interaktif		J	
		Kesesuaian dengan kaidah Bahasa Inggris			~
		Konsistensi Penggunaan spasi, judul dan Pengetikan Materi			~

Response of The Students as User Questionnaire

DEVELOPING A MODEL OF VOCABULARY ENRICHMENT BASED DIGITAL FOLKLORE STORY TELLING FOR EFL YOUNG LEARNERS

Penulis : JIHAN NURUL IZZATI

Perguruan Tinggi : UIN WALISONGO SEMARANG

Nama:

PETUNJUK PENGISIAN ANGKET

Isilah tanda check list ($\sqrt{\ }$) pada kolom yang Bapak/ Ibu anggap sesuai dengan aspek yang ada.

Kriteria penilaian:

SB : Sangat Baik (5)

C : Baik (4)

D : Cukup (3)

KB : Kurang

Baik (2)

SK : Sangat

Kurang (1)

No.	Aspek	Indikator	S	Skala	a Pe	nilai	ian	Komentar
			1	2	3	4	5	
1.	Media	Ketepatan						
		memilih media						
		untuk pengembangan						
		Kejelasan						
		petunjuk						
		penggunaan						
		media						
		Mudah						
		digunakan dalam						
		pembelajaran						
		Komunikatif						
		(bahasa mudah dipahami, baik,						
		benar dan efektif)						
		Media mudah						
		diakses						
		Pemilihan jenis						
		dan ukuran						
		huruf						
		yang digunakan						
		Keterbacaan						
		teks						
		Keserasian						
		pemilihan						
		warna						
		Kemenarikan						
		desain						
2.	Materi	Kesesuaian						
		materi dengan						
		tujuan						
		Pembelajaran						
		Kelengkapan						
		materi						
]			1	1		

		Keakuratan			
		materi sesuai			
		teori dan			
		konsep			
		Kemenarikan			
		penyajian			
		materi			
		Kejelasan			
		penyajian			
		materi			
		Penyajian			
		materi			
		mendorong			
		untuk mencari			
		informasi lebih			
		jauh			
3.	Manfaat	Meningkatkan			
		minat belajar			
		siswa			
		Mempermudah			
		memahami			
		materi			

Kesimpulan dan Saran :	
	Semarang, 21 March 2022
	()

One of The Students' Response as The User

Response of The Students as User Questionnaire DEVELOPING A MODEL OF VOCABULARY ENRICHMENT BASED DIGITAL FOLKLORE STORY TELLING FOR EFL YOUNG LEARNERS

Panulle

: JIHAN NURUL IZZATI

Perguruan Tinggi : UIN WALISONGO SEMARANG

Nama : M. Ikhian Madene

PETUNJUK PENGISIAN ANGKET

Isilah tanda check list ($\sqrt{}$) pada kolom yang Bapak/ Ibu anggap sesuai dengan aspek yang ada.

Kriteria penilaian:

SB : Sangat Baik (5)

B : Baik (4)

C : Cukup (3)

KB : Kurang Baik (2)

SK : Sangat Kurang (1)

No.	Aspek	Indikator	Skala Penilaian					Komentar
			1	2	3	1 4	5	
1.	Media	Ketepatan memilih media untuk pengembangan				V		
		Kejelasan petunjuk penggunaan media			v			
		Mudah digunakan dalam pembelajaran				~		
		Komunikatif (bahasa mudah dipahami, baik, benar dan efektif)				~		
		Media mudah diakses					~	
		Pemilihan jenis dan ukuran huruf yang digunakan			V			
		Keterbacaan teks			-	-		

And the closes the companies common that

		Keserasian pemilihan warna		~		
		Kemenarikan desain			U	
2.	Materi	Kesesuaian materi dengan tujuan Pembelajaran		1		
		Kelengkapan materi	-			
		Keakuratan materi sesuai teori dan konsep	v			
		Kemenarikan penyajian materi		V		
		Kejelasan penyajian materi		~		
		Penyajian materi mendorong untuk mencari informasi lebih jauh		v		1 7 1

Pre- Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185 Telepon 024-7601295, Faksimile 024-7615387

www.waiisondo.ac.id

Nomor: 1940/Un.10.3/D1/TA.00.01/03/2022

28 Maret 2022

Lamp: -

Hal : Pengantar Pra Riset a.n. : Jihan Nurul Izzati NIM : 1803036047

Kepala Sekolah MI Asy Syafi'iyyah

01

Di

Tempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Jihan Nurul Izzati NIM 1803046047

Alamat : Janegara, Jatibarang, Brebes

Judul skripsi : Developing A Model of Vocabulary Enrichment Based Digital

Folklore Storytelling for EFL Young Learners

Pembimbing:

1. Dr. Hj. Siti Mariam, M.Pd

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinkan melaksanakan riset selama 2 hari/bulan, mulai tanggal 7 April 2022 sampai dengan tanggal 8 April 2022

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih. Wassalamu'alikum Wr. Wb.

a.n. Dekan,

kil Dekan Bidang Akademik

4 bull 1

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185 Telepon 024-7601295, Faksimile 024-7615387 www.walisongo.ac.id

Nomor: 1941/Un.10.3/D1/TA.00.01/03/2022

28 Maret 2022

Lamp: -

Hal : Mohon Izin Riset : Jihan Nurul Izzati a.n. NIM: 1803046047

Kepala Sekolah MI Asy Syafi'iyyah

Di

Tempat

Assalamu'alaikum Wr. Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

: Jihan Nurul Izzati Nama NIM 1803046047

: Janegara, Jatibarang, Brebes

Judul skripsi: Developing A Model of Vocabulary Enrichment Based Digital

Folklore Storytelling for EFL Young Learners

Pembimbing:

1. Dr. Hj. Siti Mariam, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 2 hari/bulan, mulai tanggal 7 April 2022 sampai dengan tanggal 8 April

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih. Wassalamu'alikum Wr. Wb.

a.n. Dekan,

kil Dekan Bidang Akademik

ANFOD JUNAEDI

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 19

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MI Asy- Syafi'iyyah 01

Kelas/Semester : V/ 2

Pertemuan Ke : 2

Alokasi Waktu : 2 X 35 menit

Kompetensi Dasar :

- 3.3 Memahami kalimat untuk mendeskripsikan hewan, memahami kalimat untuk menceritakan cerita tentang hewan, memahami kalimat untuk menanyakan dan memberikan opini dengan menggunakan bahasa yang tepat, dan memahami kalimat untuk mengidentifikasi teks singkat mengenai cara membuat boneka jari.
- 4.3 Mendeskripsikan hewan, menceritakan cerita tentang hewan, menanyakan dan memberikan opini dengan menggunakan bahasa yang tepat, mengidentifikasi teks singkat mengenai cara membuat boneka jari.

A. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- Dengan mengamati gambar pada buku/video (Condition), siswa (Audience) mampu menanyakan dan menjawab (Behaviour),mengenai ciri-ciri hewan dan sifatnya dengan bahasa yang tepat (Degree).
- menjelaskan tentang cara membuat boneka jari dengan bahasa yang tepat.

B. Kegiatan Pembelajaran:

	Regiatan i emberajaran.						
Kegiatan	• Guru menyapa siswa, mengecek						
awal	kehadiran, dan membuka pelajaran						
	dengan doa.						
	• Guru melakukan apersepsi mengenai						
	macam-macam pakaian.						
Kegiatan	Ayo mengamati (Listening and						
inti	Reading):						
	Guru mengajak siswa untuk						
	mengamati gambar pada buku/video						
	yang berisi tentang jenis-jenis hewan						
	dan sifatnya.						
	Ayo Berdiskusi (Writing and Speaking):						
	• Guru bersama siswa berdiskusi dan						
	tanya jawab mengenai hewan dan sifatnya.						
	Guru menjelaskan bahan-bahan apa						
	saja dan bagaimana cara membuat						
	boneka jari.						
	Ayo Berlatih						
	• Siswa membuat boneka jari tentang						
	hewansesuai dengan gambar yang						
	tertera.						
	Siswa menunjukkan hasil karyanya dan						
	memberi deskripsi tentang hewan						

		tersebut.			
Kegiatan	•	Guru bersama siswa menyimpulkan			
Penutup		pembelajaran dan melakukan refleksi.			
	•	Guru mengajak siswa menyanyi.			
	•	Guru menutup pembelajaran dengan			
		doa dan salam penutup.			

C. Penilaian (Asesmen):

Jenis	Halaman	Keterangan			
Tertulis	34	Menuliskan hasil wawancara.			
Lisan	35	Bercakap-cakap dengan teman- temannya mengenai hewan dan sifatnya.			
Praktek	37	Membuat/mewarnai dan menjelaskan cara membuat boneka jari.			

Mengetahui, Jatibarang, 4 Januari

2022

Kepala MI Asy-Syafi'iyyal Guru Kelas 5

01

SLAMET MAKMURI, S.Ag NIP. 196407031983052001

<u>DIAH NOVITA, S.Pd.</u> NIP.

LAMPIRAN:

Materi Pembelajaran:

• Animal Stories (Lesson 3), Answering question about animals, describing animals, make finger puppets, profil pelajar Pancasila (berkebhinekaan global, mandiri, kreatif).

Metode:

• Integrated Skills (mendengarkan, menirukan, membaca, penugasan, memperagakan, mewarnai).

Sumber Belajar:

• Buku *Grow With English Book* halaman 34 – 40, Audio *Grow With English*.

Appendix 20

DOCUMENTATION



In the picture above, students were asked to do the pre-test questions that had been prepared by the researcher before the learning media treatment was carried out.



In the picture above, the researcher conducted the treatment of learning media which had developed before.



After researcher conducting the treatment, the students were asked to do post-test questions which had prepared.



After the treatment was finished, the researcher asked all students to take pictures together for documentation.

CURICULUM VITAE

Name : Jihan Nurul Izzati

Place & Date of Birth : Brebes, 9 September 2000

Student's Number : 1803046047

Major : English Education

Religion : Islam

Father's Name : Jazuli Purnomo, S.Pd. I.

Mother's Name : Nur Fadilah, S.Pd

Address : Jl. Merpati 34 Rt 09/ Rw 03,

Janegara, Jatibarang, Brebes

Email/Phone :jihanizzati99@gmail.com/

085701758174

Educational Background:

1. Elementary School: SD N 1 Janegara

2. Junior High School: MTs Asy-

Syafi'iyyah Jatibarang

3. Senior High School: MA Al Hikmah Benda

Semarang, 1 June 2022

The Writer,

Jihan Nurul Izzati

1803046047