Developing Young Learner's Vocabulary Acquisition by Using Total Physical Response-Wayang Fable Story Telling

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ABSTRACT

This study aimed to assess the impact of Wayang Fable on the vocabulary learning of fifth-grade students at MI ATTAQWA Tangerang. This study employs a quantitative approach and utilizes a quasi-experimental design to gather quantitative data. The study included a total population of 60 fifth-grade students from MI ATTAQWA Tangerang. The authors employed a sample selection method for this study, wherein two classes were designated as experiments and sampling controls. A total of 60 students were selected from these classes, with the first class designated as the experimental group (5A) and the second class designated as the control group (5B). The experimental class employs the storytelling approach of Wayang Fable during the teaching and learning process, whilst the control class use conventional techniques. The authors employed multiple choice exams to gather data. They utilized SPSS 25 to compute experimental and class control descriptive data, assess normality and homogeneity, and perform Wilcoxon and Mann-Whitney U tests. The study's findings revealed the vocabulary scores of students who were taught utilizing the wayang tale telling technique. The scores on the post-test were higher for the fable compared to the scores on conventional procedures. Ultimately, this study demonstrates that employing Wayang Fable as a platform for narrative and vocabulary acquisition has a notable impact on enhancing students' proficiency in vocabulary.

Keywords: Vocabulary Mastery, Conventional Techniques, Wayang Fable, Puppet Fable storytelling techniques.

INTRODUCTION

Vocabulary is used both spoken and written as a key element. Vocabulary is basic language learning, is it vocabulary first, which second, or a foreign language (Nuraeni & Lube, 2020) cited in (Gayanti & Satriani, 2020) Vocabulary is very valuable for discover the four skills in English, there are listening, speaking, reading and writing. Without very small language structures can be inherited, without vocabulary nothing can inherited (Ngarofah & Sumarni, 2018) cited in (Gayanti & Satriani, 2020). Hence, vocabulary plays a crucial role in enhancing students' listening, speaking, reading, and writing abilities, particularly

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when instructing young learners in elementary school. English vocabulary plays a crucial part in the acquisition of foreign languages for young learners. When teaching English, particularly vocabulary, it is imperative for the teacher to demonstrate creativity in selecting appropriate materials and effectively engage the student's interest (Syafrizal & Haerudin, 2018). It means that the teacher must choose the right method so that students absorb more of the vocabulary being studied, and they will remember it effectively. Shin (2006) states in (Sariyati, 2013) that educating children is distinct from teaching adults since children derive enjoyment from movement and physical engagement. He stated that the more the enjoyment kids experience, the more effectively they will retain the language being taught. Thornbury (as referenced in Al Hosni, 2014) as cited in Lia, (2022), asserts that the absence of grammar results in minimal verbal expression, limited vocabulary, and a lack of meaningful content.

Unfortunately, learning English for young learner is different with teaching learning for adults, especially for teaching vocabularies. Teaching English for young learners, the teacher must be interactive and interesting method. But the real, in MI ATTAQWA the teacher still used conventional method, so that the students are lack in mastering vocabulary, remembering the new words, and they did not interest in learning English process. It caused the students' get the bad score. It was proved by the average students' score still low. It can be seen the following chart in figure 1.

The chart illustrates the number of students who get highest score, average score, and lowest score in one class, namely class 5A from MI ATTAQWA, Benda, Tangerang City for the academic 2022/2023 school year. Overall, the number of students who got lowest scores

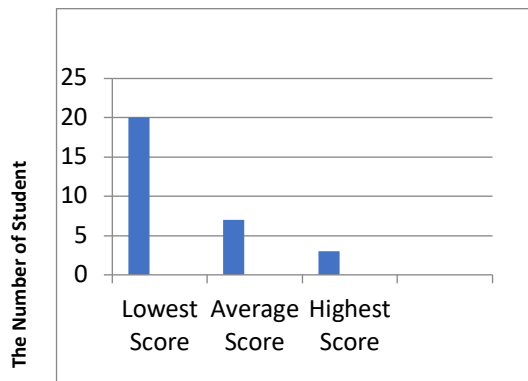was higher than the number of students who got highest and average scores.

Fig 1. Vocabulary Test Score of V Grade MI ATTAQWA

It can be seen from all 5th grade students there are 30 students, and from the acquisition of scores it can be seen from the lowest score consisting of 65% namely as 20 students then the average score is 25% namely as 7 students and the highest score is 10% namely as many as 3 students. The KKM score for the English subject determined for grade 5 is 75, so based on the original score they get, only 30% of the 30 students who passed the KKM score, and almost 70% of grade 5 students can be declared not passing the KKM score.

Acquiring a diverse range of English vocabulary will facilitate pupils in effectively articulating their views aloud. Therefore, the instruction of vocabulary, particularly in terms of pedagogy, has emerged as a captivating subject of conversation within the realm of English education. Numerous pedagogical approaches have been developed to support educators and learners in the instruction and acquisition of English vocabulary. Acquiring proficiency in the approach is crucial as it serves as a means to accomplish a specific objective. The Total Physical Response (TPR) method is a viable approach for enhancing English vocabulary acquisition. Asher, a

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psychology professor at the University of San Jose California, invented the Total Physical Response (TPR) method, which has shown effective in teaching foreign languages to children. This TPR method is highly accessible and lightweight in terms of language utilization. Additionally, it incorporates components of game motion to alleviate the tension experienced by students due to the challenges they encounter in their courses, particularly while learning foreign languages. Furthermore, it has the potential to foster a happy mood among students. This can enhance the learning process, hence boosting student motivation and academic performance in the lesson. The acquisition of the target language's meaning occurs through active engagement. The results of the study are as follows: According to Nugrahaningsih (2007) and Sariyati (2013), the TPR method demonstrated effectiveness in enhancing the English preposition mastery of fifth-grade students in an elementary school in Semarang. Additionally, Hsu and Lin (2012) and Sariyati (2013) found that the TPR method also had a positive impact on the motivation and interests of elementary school students in Taiwan when it came to learning English (Sariyati, 2013).

This approach aims to enhance learners' vocabulary acquisition through the utilization of storytelling with wayang fables as a medium. Utilizing visuals in storytelling can enhance students' engagement and attentiveness to the teacher's narrative. Consequently, students are more likely to focus on the vocabulary mentioned by the teacher, as it is also incorporated into the wayang fable media employed by the teacher to convey the story. Ray (2012) stated in (Nurani & Yohana, n.d.) that storytelling is an engaging method to enhance students' interest in comprehending each aspect of the story. Given the primary focus of elementary school pupils on physical

activity, the Total Physical Response Story Telling Method (TPRS) can serve as a viable approach to cater to their vocabulary learning requirements, particularly in the context of English. By implementing this approach, students are anticipated to exhibit increased levels of engagement, ingenuity, and interactivity, as facilitated by TPRS. This is achieved through engaging in enjoyable activities that involve physical movement, such as storytelling, playing games, and interacting with peers. These activities encompass various forms of communication, including giggling, laughing, body language, and facial expressions. This enables students to simultaneously learn, play, and communicate with one another. Furthermore, TPRS is anticipated to emerge as the optimal alternative approach for enabling students to comprehend the significance of language that aligns with the given context.

METHOD
Research Design
The authors employed a quasi-experimental approach that involves a comprehensive bodily reaction. This is achieved through the utilization of a novel storytelling technique known as pre and post-test fable puppets. Narration accompanied by a comprehensive physical reaction The pre-post-test method is a statistical technique used to compare the outcomes of a pre-test and post-test. According to Fraenkel, Jack R., Wallen (2009), the experimental technique is considered to be one of the most legitimate and dependable approaches for obtaining findings. Pseudo-experiments have the potential to yield genuine data from those involved. The objective of this study is to enhance the vocabulary acquisition of young

learners by the utilization of entire bodily reaction, specifically through the use of wayang fable storytelling.

This study employs the usage of wayang tale as a treatment. A pre-test is a specific assessment tool used to evaluate the English language skills of pupils in relation to the content that will be presented. The subject matter at hand pertains to terminology. Preliminary assessments are conducted before to instructional activities. The purpose of employing the pre-test is to assess the aptitude of pupils before to administering any intervention. The purpose of conducting pre-test activities is to assess students' initial proficiency levels in relation to the instructional content being presented. By ascertaining the initial aptitudes of students, the teacher can ascertain how to offer more effective lectures in the future. Teachers can also determine the homogeneity of student scores. The post-test serves as the ultimate assessment following the delivery of the instructional content.. The writer held a post-test to find out how good the treatment was. The main reason for implementing the post-test is to reveal students' abilities after being given treatment. The results of this post-test were compared with the results of the pre-test that had been carried out. There are benefits by applying the post-test after treatment, such as students will remember more what has been taught, and memorize longer (Effendy, 2016) cited in (Syakir & Elihami, 2020). After a certain treatment period, from the pre-test treatment, it continues with the post-test to find out the significant differences between the two. The table can be seen below based on the design of Sugiyono (2011) modified by the author:

Table 1. Pre-Post Test Control Group Design

Sample	Pre-Test	Treatment	Post-Test
R	**O1**	**X**	**O2**
R	**O1.1**	**-**	**O2.1**

Where:
R   : Sampling
O1   : Experimental Group pre-test
O2   : Experimental Group post-test
O1.1: Control Group pre-test
O2.1: Control Group post-test
X   : Treatment in Experimental after pre-test

Participants

The participants of this research were students of MI Attaqwa Kota Tangerang. the writer took the population in class v "a" and "b" which totaled 60 students. Therefore, the sample taken by the writer consist of two classes to be researched for becoming the experimental and control class. The writer had chosen V "A" as experimental class and V "B" as control class. The writer chooses this class because the writer has found problems in English Vocabulary among the students in the class. This reason was based on score of students by English teacher at MI Attaqwa Kota Tangerang.

Instrument

Sugiyono (2011) stated that the research instrument is a measurement instrument for measuring research variables, cited in (Sugi, 2013). There are various instruments that can be used

in a study. The instruments used in this paper are: written tests (pre-test and post-test). All instruments have been verified by education experts and English lecturers. Instruments used a test in the form of A multiple choice. The test consists of an initial test (pre-test) to determine the initial ability students and the final ability test (post-test) to determine the final ability of students. This scoring scale was based on Cohen (1994). It consists of content, organization, vocabulary, usage, and meaning of.

Before the test instrument used in research, first test done try instruments to determine the validity test and reliability test. Validity used in research this is content validity. The purpose of content validity is to know how much great instrument it reflects the contents desired. The writer validates the content of the experts to determine its validity of the instrument. Validation is carried out by SPSS version 25, consist of two advisor lecturers and one English teacher at MI Attaqwa Kota Tangerang.

Reliability is associated with the consistency and permanence of data. If the research instrument is accurate, then the data instrument must be verified for reliability. Because the importance of knowing if the instrument used to measure students is reliable or not is crucial to the success of the instrument. If the instrument is considered valid, then the instrument is considered reliable and can be employed by the fifth-grade students of MI Attaqwa Kota Tangerang.

Data Collection

The data in this research used quantitative data. The writer observes the developing young learner's vocabulary acquisition by using totalphysical response-wayang fable story telling at the fifth grade of MI Attaqwa Kota Tangerang. The writer will take a test to collect the data, these are pre-test and post-test. At this stage the test instruments are in the multiple choice and in the form of written tests as pre-test and post-test.

The purpose of the pre-test is to assess the level of vocabulary proficiency in both the experimental and control groups. Prior to receiving treatment, pupils are administered a skill test in each subject. This is conducted in order to assess the students' capabilities prior to the delivery of instructional content by the teacher. The experimental and control groups were instructed using identical instructional materials, albeit under distinct treatment conditions. The experimental group will receive instruction utilizing the method of wayang tale. In contrast, the control group will receive instruction with an English book set. The post-test is employed to ascertain disparities in learning outcomes between the experimental group and the control group, as well as to evaluate students' acquisition of vocabulary subsequent to receiving therapy or engaging in learning activities.

Data Analysis

This study involved a quantitative examination of the students' scores conducted by the writer. Following the collection of students' scores, the data

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was analyzed by the writer utilizing SPSS program version 25 in order to examine the comparability between the pre-test and post-test. The objective of this study is to examine the process of vocabulary learning in young learners through the utilization of total physical response-wayang tale storytelling. Descriptive statistics, normality testing, homogeneity testing, and hypothesis testing were employed to assess the data.

RESULT & DISCUSSION
Results
The research was started on May 02 until May 27 and was conducted at MI Attaqwa Darul Mumin, Tangerang. The fifth grade was chosen because it fits the terms and conditions that the research needs. Besides, they are not preparing for any big exams like the

sixth grade did. Five "A" was chosen based on the teacher's recommendation. This class is the experiment class that is given treatment using the Wayang Fable.

The pre- test and post-test were used to know the students' vocabulary scores taught by using Wayang Fable storytelling. The score of the post-test is higher than the score of the pre-test. As the similiarities of previous studies and this research there were significant results of the use of wayang fable for story telling in English language to developing young learners' vocabulary acquisition. The result of the test was computed by using SPSS version 25. The mean score of the pre-test was 66.13 and the mean score of the post-test was 90.26.

Table 2. Tests of Normality

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
Pre-Test_Experiment	.935	30	.066
Post-Test_Experiment	.824	30	.000
Pre-Test_Control	.947	30	.140
Post-Test_Control	.936	30	.072

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Statistical Result SPSS 25

The table presented above reveals that the p-values for both the Kolmogorov-Smirnov and Shapiro-Wilk tests conducted on the pre-test and post-test variables were 0.000 ($p < 0.05$). Consequently, based on the normality

test, it can be concluded that the data did not exhibit a normal distribution. The data for both the pre-test and post-test did not exhibit a normal distribution. The Homogeneity Test is performed to determine whether the

data exhibits homogeneity or not. The table below displays the outcomes of the homogeneity test.

Table 3. Homogeneity Test of Experimental Class

Levene Statistic	df1	df2	Sig.
15.182	1	58	.000

Source: Statistical Result SPSS 25

Based on the table above, it can be seen the result of the homogeneity test is with a Sig. value of 0.000 (< 0.05) which means the data was not homogeneous and the data would to test with Wilcoxon test in SPSS version 25. The next step in this research is the hypothesis test. Based on the consideration that the pre-test and post-test are not normally distributed, the hypothesis test is done with the Wilcoxon Signed Rank Test Assumption Test or also called the Mann Whitney U Test.

Table 4. Wilcoxon Signed Ranks Test Result of Pre-Post Test Experimental Class

Pre-Post Test	N	Mean Rank	Sum of Rank
Negative Ranks	3[a]	3.00	9.00
Positive Ranks	23[b]	14.87	342.00
Ties	4[c]		
Total	30		

a. Post-test < Pre-test
b. Post-test > Pre-test
c. Post-test = Pre-test

Table 5. Wilcoxon Test Statistics of Pre-Post Test Experimental Class

Z	-4.234[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks

Based on the results of the Wilcoxon Signed Rank Test, the calculated Z value is -4.234. The corresponding p-value (Asymp. Sig 2 tailed) is 0.000, which is below the predetermined critical limit of 0.05. Consequently, the null hypothesis (Ha) is accepted. This implies that there exists a notable disparity between the outcomes of the pre-test and post-test. Table 21 presents the results of the Mann Whitney U Test, as the data did not exhibit a normal distribution.

Table 6. Mann Whitney U Test Ranks

	Class	N	Mean Rank	Sum of Rank
Learning Outcomes	Experimental	30	42.35	1270.50
	Control	30	18.65	559.50
	Total	60		

Table 7. Mann Whitney U Test Statistics

	Learning Outcomes
Mann-Whitney U	94.500
Wilcoxon	559.500
Z	-5.280
Asymp. Sig. (2-tailed)	.000

a.   Grouping Variable: Class
Source: Statistical Result SPSS 25

Based on the results obtained from the "Test Statistics" section of the Mann-Whitney test, it can be observed that the Asymp. Sig. (2-tailed) value of 0.000 is less than the predetermined significance level of 0.05. Hence, based on the aforementioned Mann-Whitney test, it can be inferred that the null hypothesis (Ha) is accepted. Hence, it can be posited that disparities in educational achievements exist between the experimental group and the control group. Given the notable disparity, the research problem can be addressed as follows: " there is an effect of the use of Fable-storytelling Puppets on learning outcomes in the development of grade 5 vocabulary

Discussion

The purposes of this research are to identify the use of Wayang Fable in teaching and learning system for students' vocabulary acquisition in MI Attaqwa Darul Mu'min. This discussion section discusses the comparison from the experimental and control class, the effectiveness of the Wayang Fable as a learning media with storytelling, and relevant research results with past research. This research used a quasi-experimental design. There was one class sample for the experimental class. First, the writer gave the pre-test. In the second meeting, the writer applied the treatment of story telling in the process learning activity.

After that, the writer applied story telling using Wayang Fable for learning to develop their vocabulary acquisition. After the treatment, the writer gave a post-test. The pre- test and post-test were used to know the students' vocabulary scores taught by using Wayang Fable storytelling. The score of the post-test is higher than the score of the pre-test. As the similiarities of previous studies and this research there were significant results of the use of wayang fable for story telling in English language to developing young learners' vocabulary acquisition. The result of the test was computed by using

SPSS version 25. The mean score of the pre-test was 66.13 and the mean score of the post-test was 90.26.

The results of this research are supported by previous research that also uses Wayang as a learning medium. This research is done by B. Prasetiyo and Mardiati (2020) where results show that the Wayang Kancil or any Puppet gives a significant effect on students' learning in English vocabulary and proved with the increase of students' scores on the post-test.

The use of Wayang Fable as a learning medium can improve students' vocabulary. Therefore, it implies that the use of Wayang Fable can keep students' interest and help them in developing their vocabulary. Overall, Wayang Fable can be an innovative and effective learning medium in developing young learner's vocabulary acquisition. Based on the research results it is concluded that the hypothesis for Ho was rejected and Ha was accepted. This shows that there is a significant between the pre-test and post-test results which also shows that the post-test results have better scores than the pre-test.

CONCLUSION

The findings of hypothesis testing using SPSS 25 indicate that Asymp is evident based on the problem description, study objectives, hypothesis testing, and analytic outcomes. The significance value (two-tailed) is 0.000, which is less than the threshold of 0.05. Therefore, we reject the null hypothesis (Ho) and accept the alternative hypothesis (Ha). This implies that the utilization of wayang tale storytelling has a notable impact on the acquisition of vocabulary among fifth-grade students at MI Attaqwa Kota Tangerang during the academic year 2022/2023.

Based on the problem formulation, research hypothesis, hypothesis testing, and analysis outcomes, it can be inferred that the alternative hypothesis (Ha) was accepted whereas the alternative hypothesis (Ho) was rejected. The results indicate that there are statistically significant differences seen between the pre-test and post-test completed by fifth-grade students of MI Attaqwa Darul Mumin, Tangerang, as well as between the control and experimental groups. Consequently, the utilization of the Wayang Fable has the potential to enhance the student's lexicon. Wayang Fable has the potential to serve as a novel and efficacious educational medium.

The incorporation of Wayang Fable into the educational setting has the potential to enhance students' motivation in the context of English language instruction and acquisition. Hence, it can be inferred that the utilization of Wayang Fable has the potential to sustain students' engagement and facilitate their acquisition of English vocabulary. Utilizing Wayang Fable can serve as a potent tool for facilitating English language practice among students.

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