

**WHEN AN ENGLISH TEACHER USES VISUAL
STORYTELLING IN TEACHING VOCABULARY FOR
YOUNG LEARNERS: AN ACTION RESEARCH**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



By :

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan. Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr.Wb.

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ACKNOWLEDGEMENT

Praise be to Allah, the Cherisher and Sustainer of the worlds, my thesis becomes reality and getting many kinds of support from many individuals. Therefore, I would like to extend my sincere gratitude to all of them.

1. First and foremost my beloved family. Through this writing, I would like to say the gratitude to my parents Mr. Rasmani and Mrs. Dasriah. Also, to my brothers and sister who always support me to study in this major. With your supports, pray and unconditional love I am able to finish this thesis.
2. Second, I would like to say my gratitude to my supervisor, Mrs. Chubbi Millatina Rokhuma, M. Pd., thank you for supervising my thesis and letting me to experience this incredible journey in our department.
3. Moreover, I am very thankful to all the lectures who teach me and open my insight toward the world.
4. Last but not least, I would like to extend my gratitude to every single person who contributed toward my thesis. I apologize for not mentioning one by one, but I am very grateful for your help and support.

MOTTO

“The purpose of life is a life of purpose”

(Robert Byrne)

ABSTRAK

Vocabulary memiliki peran yang sangat penting untuk dikuasai, khususnya bagi para pelajar muda, ini merupakan fase belajar yang sangat cocok bagi pelajar muda untuk belajar bahasa (*fase golden age*). Penguasaan kosa kata yang baik akan membantu pelajar muda memahami bahasa inggris dengan baik juga. Penelitian ini menggunakan pendekatan kualitatif dengan desain *action research* melalui teknik pengumpulan data dari observasi dan wawancara. Penelitian ini bertujuan untuk mengetahui bagaimana visual storytelling dapat melibatkan pelajar muda pada pengajaran kosa kata oleh guru bahasa inggris. Hasil penelitian ditemukan bahwa pengajaran bahasa inggris melalui visual storytelling mampu membantu pelajar muda dalam memperoleh dan mengingat kosa kata baru serta membangun suasana belajar menjadi nyaman dan menyenangkan.

Kata kunci: *Bahasa Inggris, siswa, kosakata, visual storytelling*

ABSTRACT

Vocabulary has a pivotal role to be mastered by people, especially for young learners. This is a learning phase that is very suitable for young learners to learn languages (the golden age phase). Having a good vocabulary mastery will help young learners understand English well. This research used a qualitative approach with an action research design and data collection techniques through observation and interviews. This study aimed to find out how visual storytelling can engage young learners in teaching vocabulary by an English teacher. The results found that learning English through visual storytelling was able to help young learners acquire and remember new vocabulary and build a more comfortable and enjoyable learning atmosphere.

Keywords: *English, students, vocabulary, visual storytelling*

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my research proposal research entitled **“When an English Teacher Uses Visual Storytelling In Teaching Vocabulary For Young Learners: An Action Research”** can be completed. It is submitted to English Education Department, UIN KH. Abdurahman Wahid Pekalongan in partial fulfillment of the requirements of Sarjana Pendidikan Degree at English Education Department, Faculty of Education and Teacher Training UIN KH. Abdurahman Wahid Pekalongan. This proposed study can be accomplished because of many supports from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

1. The head English Education Department of Education and Teacher Training Faculty, UIN KH. Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhanuddin, M. A.
2. Mrs. Chubbi Millatina Rokhuma, M. Pd., as my supervisor who has given me suggestion, guidance and time in writing this final project.
3. All lectures of English Education Department, UIN KH. Abdurrahman Wahid Pekalongan.
4. My beloved parents who have given me endless support, prayer, advice and encouragement in writing this research proposal.
5. My dearest friends who fight through the journey together since the very beginning.

Pekalongan, 11 Juni 2023

The Writer

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ENCLOSURE LIST

Enclosure 1

Visual Storytelling

Enclosure 2

Interview guidelines

Interview result

CHAPTER I

INTRODUCTION

1.1 Background of the Study

It is common for students to easily assume that learning by memorizing English vocabulary and verb tenses is a boring learning activity (Dehghanzadeh *et al.*, 2021). Because of this, students as second language learners often complain and even feel that it is difficult, challenging, and causes stress (Turgut & Irgin, 2009). Thus, it is necessary to design appropriate methods and strategies to take into account experience and increase students' motivation as well as interest in learning English (Hwang *et al.*, 2017).

Storytelling is an oral activity that involves listening skills and can also involve listeners or storytellers being involved in the story (Cameron, 2001). Burmark (2004) explained that the collaboration of visual images with written text can improve and accelerate student understanding. Teachers who are able to create stories by involving media based on their own ideas make it possible to be very helpful and facilitate students in conceptual understanding (Robin, 2008).

Visual storytelling is a media that utilizes images, videos, infographics, presentations, and other visuals (Walter & Gioglio, 2014). In our daily communication, we cannot be separated from visual media (Walter & Gioglio, 2014). The form of visual media includes visual images and

video. It is because in visual storytelling, the power of video cannot be denied (Walter & Gioglio, 2014).

Afsyar and Mojavezi (2017) reported that visual stories have an impact on the long-term memory of vocabulary items. As reported by Robin (2008) that digital storytelling covers many things and is able to foster a strong learning experience so it is hoped that it will be known by the public for students to be able to do in the 21st century. Digital storytelling can be used as a learning tool in the classroom, apart from being a learning experience for students, it can also provide emotional intelligence (Robin, 2008).

Based on the initial survey, it was found that in learning English for young learners found some difficulties, especially in vocabulary knowledge. Some of them said that English was difficult to learn, which resulted in them having difficulty answering the practice questions and they often got low scores. Therefore, they were reluctant and less motivated to learn it.

Considering this condition, this condition motivates the researcher to help students in learning English, especially in terms of their vocabulary knowledge. The researcher tries to introduce and invite young learners to learn English by using visual storytelling. This study discusses how young learners aged 11-12 years learn English using the visual storytelling method. It should be noted that the participants in this study were taught English subjects at their schools without using any learning media, only emphasizing students to write and memorize vocabulary.

By choosing the title of “When an English Teacher Uses Visual Storytelling in Teaching Vocabulary for Young Learners: An Action Research”, the researcher hopes that visual storytelling media can be used as a learning media in the classroom, especially to help students in English vocabulary mastery. Therefore, in the future, it could be a consideration for teachers how good teaching English will be, especially for young learners.

Although there are various relevant studies about visual storytelling, such as conducted by Drew *et al.*, (2010) and Seglem & Witte (2009) this study presented something different. This research will focus on seeing how young learners learn English vocabulary by using visual storytelling media.

1.2 Formulation of the Problem

In this study, the researcher wants to explore and investigate “How can visual storytelling engage young learners in learning English vocabulary?”. By delivering this question, the researcher expects to know about engaging young learners in learning English vocabulary by using visual storytelling activity implemented by teacher.

1.3 Operational Definitions

1.3.1 Visual storytelling is a story that is conveyed by the reader by adding visual media such as using visual images or graphics, both moving and silent (Caputo, 2003).

1.3.2 Vocabulary is generally the main communication tool to be learned by language users (Jamalipour & Farahani, 2012).

1.3.3 Young learners are children who are five to twelve years old (Cameron, 2001).

1.4 Aim of the Study

The aim of this study is how to engage young learners in learning English vocabulary by using visual storytelling.

1.5 Significance of the Research

1.5.1 Theoretical Use

This study contributes to Caputo's theory and support theories related to visual storytelling.

1.5.2 Empirical Use

This study provides empirical use that the use of visual storytelling can help young learners in teaching English vocabulary, which is still reluctant to be used in schools in rural areas and is often seen as being used only in teaching abroad.

1.5.3 Practical Use

This research is expected to provide a perspective for readers that visual storytelling can be used as a technique for teaching English vocabulary.

CHAPTER V

CONCLUSION

5.1 Summary of The Finding

In closing, visual storytelling provides benefits in helping to understand vocabulary and can attract young learners to learn English. The use of visual storytelling helps foster student learning motivation with attractive visuals. The media makes it easier for students to memorize English vocabulary, which can provide comfort in learning a second language.

Young learners who have experienced insufficient experience in learning English should be assisted with appropriate teaching strategies. Visual storytelling can be used as a means of teaching in class. Visual storytelling is able to attract the attention of young learners in teaching vocabulary activities by English teachers. During the lesson, young students could focus when the teacher uses visual storytelling in teaching English vocabulary. They felt more relaxed and comfortable because the visuals of the story are easy to capture, which makes it easier for them to deduce the meaning of the story.

Storytelling by adding interesting visuals makes it easier for young learners to understand and remember the English vocabulary that has been taught. Moreover, visual stories that are taught according to abilities and stories that are real life really help young learners in learning vocabulary. Visual storytelling becomes interesting because there are visuals in the story that can inspire young learners' imaginations so that they can easily appear in their minds.

Visual storytelling helps young learners become more active and comfortable during teaching. Visual storytelling can build their motivation to learn English. They did not feel bored but were enthusiastic about participating in teaching English vocabulary using visual storytelling.

Visual storytelling can engage young learners in identifying texts. Visual storytelling attracts students' attention in helping to describe and conclude story texts. The teacher reflects on young learners to find out more deeply how these young learners are involved in the process of learning English. The results show that visual storytelling is proven to be able to build full engagement well in teaching English vocabulary for young learners.

5.2 Recommendation

In this section, the researcher would like to recommend further research related to the use of visual storytelling in teaching English vocabulary to young learners. Moreover, the researcher suggested further research to add pretest and posttest methods to dig deeper into the achievement of the vocabulary obtained.

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