


TEACHERS' PERSPECTIVE IN TEACHING VOCABULARY BY USING STORY TECHNIQUE

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 22, 2023 Revised: February 7, 2023 Accepted: May 17, 2023 Published: August 15, 2024</p> <p>Keywords: Teachers' Perspective Story Technique Teaching Vocabulary</p>	<p>This research aims to know the teachers' perspective in teaching vocabulary by using story technique at Madrasah Tsanawiyah Negeri 2 Enrekang. This study employs a qualitative, descriptive approach. Interviews were used as a means of gathering information, and record perspectives of the teachers about the using of story technique. Data analysis are recording, sorting, and drawing conclusions. The result of this research found the good perspective of the teachers' about using story technique in teaching vocabulary at Madrasah Tsanawiyah Negeri 2 Enrekang, Story techniques can arouse students' curiosity, instill good educational values for students, and can develop students' imaginations, and their use has been shown to be particularly helpful to teachers in delivering learning material and to students in understanding the material presented in the learning process. The use of stories as a teaching tool is widespread for a number of reasons, including but not limited to: fostering a more engaging learning environment; enhancing students' retention of new terminology; and fostering positive student-teacher interactions.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

The development of one's vocabulary is a crucial part of education. Harmer (2007) argues that whereas grammar and structure provide the skeleton of a language, vocabulary is the vital organ and flesh. Vocabulary learning is a cornerstone of a successful education. This is because it is extremely challenging to become fluent in English without first learning and memorizing a large body of vocabulary terms. One way this manifests itself in everyday life is through the English language. Because of their limited vocabularies, the English pupils are unable to speak English fluently. The English majors' reading and listening comprehension leave much to be desired.

Despite widespread recognition of the importance of vocabulary, studies have consistently revealed that students are not adequately equipped to handle academic material. Vocabulary instruction, however, has recently garnered an increasing amount of attention from second language pedagogues. S.H. Burton once observed that expressing oneself properly and vividly in English is impossible without a big vocabulary. Junior high school pupils in the 2013 curriculum should have a vocabulary of 500-1500 words.

Examining teachers' knowledge of complicated English terminology is no easy task. The problems stem from the fact that words are used. Due to these challenges, it is not sufficient for English professors to simply provide word list and ask students to recall the words; instead, they must also provide the fascinating strategy for the students. Extensive research is required to determine the most effective method of instructing students. In order to keep their pupils engaged and prevent them from becoming bored, teachers must come up with new ways to present information. The effectiveness of the delivery of instructional materials relies heavily on the technique used to create them, which in turn depends on the specifics of the classroom setting. Vocabulary education may be approached from a variety of angles. Narrative strategy is one of them. The use of stories to teach vocabulary is popular because of the positive effects it has on students and because of the teacher's ability to subtly incorporate an enjoyable aspect into class. The goal is to introduce fresh vocabulary into the topic to make it more fascinating, engaging, and challenging.

This method is communicative, competitive, and participatory. The pupils are encouraged to work together and are more likely to take an active interest in learning new terminology using this method. Vocabulary can be taught in a variety of ways, one of which is through the use of stories. Students, as everyone knows, enjoy a good tale. Junior high school English teachers can think about including a story into their lessons. Middle school English teachers could try telling a tale as a means of instruction. By breaking down a tale into its component parts, students can practice their four language skills (listening, reading, speaking, and writing) in English (vocabulary, grammar, and pronunciation).

To maximize effectiveness, educators will also meticulously plan instruction and assessment around their chosen narrative. Some students might find this approach fun, but it could drag on for a while if it's not well-organized. Given its central location in Alla, the subdistrict city, the researcher selected Madrasah Tsanawiyah Negeri 2 Enrekang as the primary school to study. Postal code 91754 is the address for Madrasah Tsanawiyah Negeri 2 Enrekang, which is located in jl. Sultan hasanuddin no. 73 sudu, Kec. Alla, Kab. Since the researcher has already implemented Magang 1 and Magang 2 at Madrasah Tsanawiyah Negeri 2 Enrekang, he or she was able to watch and question teachers and some students at Madrasah Tsanawiyah negeri 2 baraka about the difficulty in learning English at that school. The teachers have reported that the kids' lack of vocabulary is their biggest hurdle to overcome when studying English. The students' viewpoints is consistent with this. As a result of their limited vocabularies, individuals are unable to participate in class discussions or learn the

material. Teachers may stress memorization of vocabulary, but it is not enough for some children.

Based on the description above, the researcher interested to know the teachers' perspective by using story technique in teaching vocabulary at Madrasah Tsanawiyah Negeri 2 Enrekang. Therefore, the research will conduct the descriptive qualitative title "Teachers' perspective in teaching vocabulary by using story technique at Madrasah Tsanawiyah Negeri 2 Enrekang."

RESEARCH METHOD

Descriptive qualitative research was used for the study's design. The aims of this research is to find out the teachers' perspectives by using story techniques in teaching vocabulary. The research located in Madrasah Tsanawiyah Negeri 2 Enrekang.

The subjects in this research focus on the English teachers at Madrasah Tsanawiyah Negeri 2 Enrekang in the academic year of 2021/2022. There are five English teachers.

An instrument is a device used to collect research data. Interviews will serve as the primary data collection method for this study.

RESULT AND DISCUSSION

The researcher elaborated on the findings of the data analysis performed in response to the initial problem statement presented in chapter one. The study's goal was to learn how teachers at Madrasah Tsanawiyah Negeri 2 Enrekang feel about using narratives to impart vocabulary lessons. Teachers' interviews that were transcribed provided the data for this study. The researchers at Madrasah Tsanawiyah Negeri 2 Enrekang set out to see how their colleagues feel about employing narratives as a means of imparting vocabulary lessons. A total of five educators at Madrasah Tsanawiyah Negeri 2 Enrekang were interviewed for this study. Following data collection, the researcher will organize the information and draw conclusions.

A. Teachers' perspective in teaching vocabulary by using story technique

The interview provides insight into some of the educators' thoughts on incorporating narrative methods into vocabulary instruction. The researcher found out while interviewing students that many of them gave the same products to their classmates. Educators who have found success utilizing narratives to convey the English language's complexities to their students. Several instructors have commented on the instructor's proficiency at using narrative to explain complex concepts. In this justification, the researcher selected a single or a pair of responses out of many that were very similar but for minor differences in word choice and construction. The next paragraphs provide further explanation of the answer:

- 1) What is your opinion about teaching vocabulary by using story techniques?

The first question is about the teachers' opinion about the teachers in teaching about affectivity and also the used of story techniques in teaching vocabulary.

The teachers A answered:

T: In my opinion teaching vocabulary using the story technique is very good, because this technique really helps me with teaching especially teaching vocabulary, and students can easily increase the amount of vocabulary and understand English material in depth because of the stories that are directly delivered by the teacher.

T: Menurut saya mengajar vocabulary menggunakan teknik story sangat bagus, karena teknik ini sangat membantu saya dengan mengajar terutama mengajar kosa kata, serta siswa dengan mudah menambah jumlah kosakata dan pemahaman materi bahasa Inggris secara mendalam karena adanya story yang langsung disampaikan oleh guru.

To hear the educators tell it, story-based approaches to vocabulary instruction are already widely regarded as effective. thus, this method proved beneficial when employed in the classroom. The children like the way the story technique was used, the mood in the classroom was positive, and the teacher treated pupils of varying skill levels equally.

The other teachers' answered:

T: In my opinion, teaching vocabulary using the story technique is quite good, especially in improving students' focus and listening skills and can increase students' vocabulary.

T: Menurut saya mengajar kosakata dengan menggunakan teknik cerita sangat bagus karena teknik cerita ini dapat memberikan daya sensorik siswa dalam berimajinasi dengan apa yang disampaikan.

Vocabulary instruction through narrative has been advocated for by teachers for a variety of reasons, all of which are ultimately focused on helping their students become more proficient speakers and writers.

2) How long have you used story techniques in teaching vocabulary?

(Berapa lama Anda menggunakan teknik story dalam mengajar vocabulary?)

The second question is also to make sure how long the teachers have used story technique in teaching vocabulary.

Teacher A answered:

T: I use story techniques. It's been a long time since I taught here, but it's not just story techniques that I use, but I also use other techniques, such as game techniques and song techniques.

T: *saya menggunakan teknik story ini sudah lama sejak saya mengajar disini tapi bukan hanya Teknik cerita yang saya gunakan namun saya juga menggunakan teknik lain seperti teknik game, teknik song.*

The teacher B answered:

T: When I teach English from 2005 until now, I often use story techniques in teaching English, especially in vocabulary.

T: *ketika saya mengajar bahasa Inggris dari tahun 2005 sampai sekarang saya sering menggunakan teknik cerita dalam mengajar bahasa Inggris terutama dalam vocabulary.*

The teacher C answered:

T: I use the story technique in teaching every meeting because in every meeting there is the material that discusses about vocabulary.

T: *Saya menggunakan teknik story dalam mengajar setiap pertemuan karena dalam setiap pertemuan ada materi yang membahas vocabulary.*

Practically every educator gave the same response, stating that they had employed some form of narrative instruction for many years.

3) What do you think about using story technique to support your English teaching activities?

(Apa pendapat Anda tentang penggunaan teknik story untuk mendukung kegiatan mengajar bahasa Inggris Anda?)

The third question is about story technique can support the English teaching in class

The teacher A answered:

T: In my opinion, the use of story techniques to support English teaching activities is very supportive because this technique can help in developing students' abilities.

T: menurut saya penggunaan story teknik untuk mendukung kegiatan mengajar bahasa inggris sangat mendukung karena teknik ini dapat membantu dalam pengembangan kemampuan siswa.

The teacher B answered:

T: I think it's suitable because I prefer to use the story technique face-to-face so that the lessons and material that I convey are easily understood by students and students can immediately ask questions if they don't understand a material

T: menurut saya cocok karena saya lebih menyukai menggunakan story technique dengan bertatap langsung agar pelajaran dan materi yang saya sampaikan mudah pahami oleh siswa serta siswa dapat langsung bertanya jika tidak memahami suatu materi.

How effective story techniques are used by instructors is a topic of discussion amongst educators.

4) Do you think story techniques are interesting? What is the reason for this?

(Apakah menurut Anda teknik story menarik? Apa alasannya?)

The fourth question is to know the reason the story technique is interesting to use in teaching vocabulary.

The teacher A answered:

T: I think it's very interesting to teach using the story technique because I can associate the material with things that are around students so they understand it more quickly.

T: teknik cerita sangat menarik karena dapat membuat siswa menjadi cepat memahami materi yang telah disampaikan karena penggunaan teknik yang menarik.

Another teacher answered:

T: I think it's very interesting to teach using the story technique because I can associate the material with things that are around students so they understand it more quickly.

T: menurut saya sangat menarik dalam mengajar menggunakan story technique karena saya bisa mengaitkan materi dengan hal-hal yang ada di sekitar siswa sehingga lebih cepat memahaminya

Almost all educators agree that using stories to introduce new words to students is a great way to keep their attention.

5) Do you think the story technique is suitable for teaching vocabulary?

(Apakah menurut Anda teknik story cocok untuk mengajar vocabulary?)

The fifth question is about the suitability of story technique in teaching vocabulary to students.

The teacher A answered:

T: I think it's suitable because I prefer to use the story technique face-to-face so that the lessons and material that I convey are easily understood by students and students can immediately ask questions if they don't understand the material.

T: menurut saya cocok karena saya lebih menyukai menggunakan story technique dengan bertatap langsung agar pelajaran dan materi yang saya sampaikan mudah dipahami oleh siswa serta siswa dapat langsung bertanya jika tidak memahami suatu materi.

Another teacher answered:

T: yes, because using story in teaching vocabulary can make student more easy to understand that will be conveyed.

T: ya, karena menggunakan cerita dalam pengajaran kosakata dapat membuat siswa lebih mudah memahami apa yang akan disampaikan.

If you ask any teacher, they'll tell you that this method works. In accordance with the students' developmental needs, this method can foster the growth of their creativity while also fostering an environment conducive to close teacher-student bonds.

- 6) Does the use of story technique in teaching make it easier for teachers and students to communicate or provide feedback easily and effectively?

(Apakah menggunakan teknik story untuk mengajar memudahkan guru dan siswa berkomunikasi atau memberikan umpan balik dengan mudah dan efektif?)

The six questions is about story techniques can provide feedback between the teacher and students and also story techniques can make it easier for students and teachers in learning.

The teacher A answered:

T: Story technique can make it easier for teachers and students to communicate because the teacher can tell stories and students can respond to the story and even students can directly mention the vocabulary of the story the teacher is telling.

T: teknik cerita dapat memudahkan guru dan siswa dalam berkomunikasi karena guru dapat bercerita dan siswa dapat menanggapi cerita tersebut bahkan siswa dapat menyebutkan secara langsung kosakata dari cerita yang guru sampaikan.

The teacher B answered:

T: yes, using the story technique can make it easier for teacher and the students to communicate because the teacher tells the story directly and the students easily understand what is conveyed.

T: ya, menggunakan teknik story dapat memudahkan guru dan siswa berkomunikasi karena guru bercerita secara langsung dan siswa dengan mudah mengerti dengan apa yang disampaikan

The fact that most educators gave the same response demonstrates widespread adoption of a narrative approach to the classroom, in which students and educators alike can more freely exchange ideas and feedback through listening to and discussing narratives and making direct reference to the vocabulary presented therein. Student B said that instructors and students can benefit from using narrative strategies for instruction.

- 7) Do you have difficulty of using story technique as a technique in teaching vocabulary?

(Apakah Anda mengalami kesulitan dalam menggunakan teknik story sebagai teknik pembelajaran bahasa Inggris?)

The seventh question is about the teachers' difficulty when they teaching vocabulary by using story technique.

The teacher A answered:

T: yes, I have some difficulties in teaching vocabulary using the story technique because of the lack of students' vocabulary numbers so students don't understand what is being said and another difficulty is that I have to look for story references that are quite suitable for learning so students don't get bored.

T: yes, saya mempunyai beberapa kesulitan dalam mengaja vocabulary menggunakan teknik story karena kurangnya jumlah vocabulary siswa sehingga siswa kurang paham dengan apa yang disampaikan dan kesulitan lain yaitu saya harus mencari referensi cerita yang cukup sesuai dengan pembelajaran agar siswa tidak bosan.

Another teacher answered:

T: yes, there are some difficulties in teaching using this technique because students are still not interested in learning English because they do not have enough vocabulary so they are less interested in learning.

T: menurut saya ada beberapa kesulitan dalam mengajar dengan menggunakan teknik ini karena siswa masih kurang minat belajar bahasa inggris karena mereka kurang menguasai kosakata sehingga mereka kurang minat dalam belajar.

While asked about the challenges they have when employing the story technique in their classrooms, the majority of educators gave answers that were essentially identical, albeit motivated by slightly different considerations. The students' lack of vocabulary makes it hard for them to teach the subject. Moreover, instructing said subject is challenging.

8) Does it technically simple to teaching by using story technique? Why?

(Apakah secara teknis mudah untuk mengajar menggunakan teknik story? Mengapa ?)

The eighth question is about the teacher's reason state that technically simple to teaching by using story technique.

The teacher A answered:

T: In my opinion, it is technically easy to teach using the story technique because most students prefer stories in learning compared to discussions.

T: menurut saya secara Teknik mudah mengajar menggunakan Teknik cerita karena kebanyakan siswa lebih menyukai dengan adanya cerita dalam proses belajar dibandingkan dengan berdiskusi.

The teachers B answered

T: I think it's easy to teach using the story technique because the story technique can help the teaching staff in teaching, especially in teaching vocabulary.

T: menurut saya mudah untuk mengajar menggunakan teknik story karena dengan adanya teknik story dapat membantu para tenaga pengajar dalam mengajar terutama dalam mengajar vocabulary.

Each instructor gave the same justification: employing stories as a teaching tool makes both their job easier and the subject more engaging for their students.

9) How is the effectiveness of using story technique as teaching technique?

(Bagaimana efektivitas penggunaan teknik story sebagai teknik mengajar?)

The ninth question is about the perspective of teachers about the effectiveness of using story techniques and know about the teaching technique.

The teacher A answered:

T: I think this story technique is very effective in teaching because students can easily add to their vocabulary from what is conveyed by the teacher

T: menurut saya teknik cerita ini sangat efektif dalam mengajar karena siswa dengan mudah menambah kosakata mereka dari apa yang disampaikan oleh guru

The teacher B answered:

T: In my opinion, the use of the story technique is very effective for students because with this technique students can communicate effectively and efficiently so that the learning process becomes communicative.

T: menurut saya penggunaan teknik story sangat efektif untuk siswa karena dengan adanya teknik ini siswa dapat berkomunikasi secara efektif dan efisien sehingga proses belajar menjadi komunikatif.

The majority of educators who responded agree that storytelling may be an useful educational tool. Every educator I've talked to agrees that using stories to teach vocabulary is one of the most powerful ways to boost students' and teachers' ability to communicate in English.

The research findings interview discussion. The researcher conducted the interviews, gathered data for analysis, and then explained and summed up the findings. In order to better understand how teachers feel about utilizing narratives to teach vocabulary, the researcher elaborated on the findings from their interviews. The data interview demonstrated that the procedure of teaching vocabulary through stories is highly valued by educators.

According to Martono (2010), "Perspective is the perspective employed by humans while looking at a phenomenon or a current problem," and this is the expert's opinion. The interview data supports the idea that story-based instruction is more effective in conveying learning materials, and the interviewed educators confirm their usage of such instruction to teach vocabulary over the course of many years. Increase the students' vocabulary since they can add their own words to the list; benefit pupils by making it easier for them to grasp the concepts being taught.

Nouns are words that name things, people, or ideas, as explained by Ibnu Hajar (2022). (semantic terms). You can't say "not" with a noun because it's already serving as a subject, object, or complement in a phrase with a verb predicate. A noun is a member of a group of words used to refer to certain individuals, locations, or objects. Books are an example of a concrete noun, since they can be recognized by sight, sound, smell, taste, and touch. On the other hand, the term "abstract noun" refers to something that can only be understood conceptually (eg love). Findings from interviews with English teachers corroborated this theory, with teachers reporting that using stories to teach a variety of topics helped students learn more, piqued their interest, prompted them to respond, and encouraged them to share their thoughts on what they had learned.

The results from the preceding analysis show that educators provided valuable insight into the narrative strategy employed. more educators find that the practice of teaching English through stories is enjoyable.

CONCLUSION

The author of the study claimed that using story techniques to teach vocabulary would be useful, and that this view was held by most instructors. Clearly, teachers have a favorable opinion of using stories to teach kids new vocabulary. elements such as story-based instruction that strengthens students' understanding, story-based instruction that facilitates students' exploration of both academic and administrative information, story-based instruction that piques students' interest, and story-based instruction that encourages responses and facilitates students' expressions of their own opinions on the learning that has taken place are all included. Children are more receptive to learning when it is presented in the form of a tale.

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