

THE IMPLEMENTATION OF STORYTELLING TO IMPROVE STUDENTS' VOCABULARY MASTERY IN ENGLISH LOVERS' COMMUNITY AT SMP NEGERI 8 MAKASSAR

St. Sarah

stsarah105@gmail.com
Pendidikan Bahasa Inggris, Universitas Muslim Indonesia

Muhajir

muhajir.sastra@umi.ac.id
Pendidikan Bahasa Inggris, Universitas Muslim Indonesia

Sulastri

sulastrii.sulastri@umi.ac.id
Pendidikan Bahasa Inggris, Universitas Muslim Indonesia

Abstrak

Pada penelitian ini berfokus pada implementasi storytelling untuk meningkatkan penguasaan kosa kata siswa di English Lovers Community. Tujuan dari penelitian ini yaitu untuk mengetahui penerapan storytelling beserta kendala penerapan storytelling dalam meningkatkan penguasaan kosa kata siswa. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan deskriptif yang bertujuan untuk memberikan gambaran secara objektif. Teknik pengumpulan data yang digunakan yaitu observasi, wawancara, dan dokumentasi, sehingga diperoleh data yang faktual dan lebih akurat. Hasil penelitian menunjukkan bahwa penerapan storytelling pada English Lovers Community terbagi menjadi 3 yaitu kegiatan pendahuluan, kegiatan inti, dan kegiatan penutup. Adapun kendala yang dialami oleh guru dan siswa, seperti terbatasnya jam mengajar, siswa merasa tidak percaya diri, pengucapan kosa kata siswa yang masih salah, siswa kesulitan menghafal, siswa merasa gugup, terdapat kosa kata baru, bagian-bagian bercerita seperti intonasi suara, pendalaman karakter, dan ekspresi. Meski demikian, kendala tersebut dapat diatasi dengan memaksimalkan waktu dan memotivasi siswa serta terus berlatih sehingga penguasaan kosa kata siswa meningkat.

Kata kunci: *Storytelling, Vocabulary Mastery, English Lovers Community*

Abstrack

This research focused on the implementation of storytelling to improve students' vocabulary mastery in English Lovers Community. The purpose of this research was to find out the implementation of storytelling and the obstacles of the implementation of storytelling in improving students' vocabulary mastery. This research used a qualitative research method with a descriptive approach which aimed to provide an objective description. Data collection techniques which used were observation, interviews, and documentation, in order to obtain factual and more accurate data. The results of this research indicated that the implementation of storytelling in the English Lovers Community was divided into 3 namely, preliminary activities, core activities, and closing activities. As for the obstacles experienced by teachers and students, such as limited teaching hours, students did not feel confident, students' pronunciation of vocabulary that was

still wrong, students had difficulty memorizing, students felt nervous, there was a new vocabulary, parts of storytelling such as voice intonation, deepening of character, and expression. However, these obstacles could be overcome by maximizing time and motivating students and continuing to practice so that students' vocabulary mastery increases.

Keywords: *Storytelling, Vocabulary Mastery, English Lovers Community*

INTRODUCTION

According to Pavita (2022) that vocabulary is one element of language that should be learned and taught. It becomes central to any language acquisition process, especially in introducing a language. This is relevant with Ali & Anwar (2021) explained that vocabulary is one of the important aspects of English. Vocabulary considers an essential factor in English language, without vocabulary learning the English language is almost impossible. Therefore, by increasing the vocabulary it really helps students in mastering English and the four main skills namely listening, speaking, writing, and reading (Asyiah, 2017). However, there are various kinds of problems faced by students, especially in learning vocabulary mastery, such as students having difficulty memorizing vocabulary, students get bored quickly in memorizing vocabulary, and according to students in learning English they don't know where to start learning, other than. Therefore, according to them learning vocabulary is too difficult because in writing vocabulary and in pronouncing or pronouncing vocabulary it is much different. From some of these problems, students think that learning English is a difficult thing to learn. In mastering vocabulary, of course it is not an easy thing, we need the right strategy so that students can easily understand mastering vocabulary especially in large quantities.

Extracurricular activities are activities outside the teaching and learning process in class that can increase students' knowledge and skills that can be carried out at school or outside of school according to students' interests and talents. The types of extracurricular activities at the junior high school level are Scouts, PMR, Karate, Basketball, English Lovers Community, and many more. Based on the experience of researcher when carrying out the Field Work Practice Program (PPL, September 2022) at SMP Negeri 8 Makassar as well as observations, researcher see that there is an English extracurricular activity called "English Lovers Community". These activities are carried out with various kinds of programs every day at school hours. One of them is the storytelling program. Story telling is an activity of retelling a story to convey ideas from the story in public. Besides that, through storytelling activities, students can develop language skills, especially in vocabulary mastery. Apart from storytelling program, there are also other programs such as material review, playing games, and talent development. Not all schools implement English lovers community as extracurricular activities such as those carried out by SMP Negeri 8 Makassar. In addition, the school is also equipped with adequate facilities and infrastructure so that it is very helpful in the process of extracurricular activities taking place.

Research conducted at the Faculty of Letters by Sulastrri, Ratnawati, & Hudriati (2022) with the title "The Effective Use of Storytelling to Encourage Participation and Interest of EFL Students' in Speaking English". The research conducted by using Classroom Action Research (CAR). This research aimed to increase students' participation and enthusiasm in speaking english through storytelling and it was found that the research results through storytelling could increase the participation and involvement of students' speaking English. According to Mandasari (2018) that English community helped students to improve their vocabulary. That was

because they used to discuss new topics at English community. Meanwhile, those who did not join the English language community could not improve their vocabulary skills. According to Sulaiman, Rizkariani, & Muhajir (2019), Octaberlina & Muslimin (2022) that the implementation of storytelling in extracurricular activities were;

1. Students were asked to look for narrative stories as their material before doing storytelling activities. They were given time to make a story as interesting as they saw suitable. This aimed to make the plot easier to understand. During preparation, students learnt about vocabulary, grammar and also narration in this activity.
2. After that, student displayed in front of the class by telling a narrative story that they had made, in which sometimes students made mistakes such as the most common mispronunciations. In this case, the instructor did not interfere with their performance in the middle of it. The instructor gave feedback about their performance when they finished telling stories. This exercise also aimed to encourage other students to focus on listening and understanding presentations from their friends.
3. After the storytelling activity was over, other students were allowed to give feedback regarding criticism and suggestions for their friends' storytelling performances. The instructor then considered and chose the students who had the best storytelling performances to take part in a storytelling competition. The students were asked to give all their best abilities in telling stories.

Based on the opinion of Wardhani, Chandra & Febriyati (2020) that storytelling also had some obstacles that EFL learners faced, such as;

1. EFL learners' self-esteem, the success of a storyteller based on students' self-confidence. If EFL learners were nervous and insecure, their quality of sound, intonation, pronunciation, and gestures would be disturbed. It means that the story delivered would not be optimal and conveyable.
2. Being difficult in pronouncing the words, some EFL students often felt confused about what to say when telling a story. it was due to the lack of vocabulary mastery so that they felt difficult to memorize stories.
3. Forgetting the component of the story, when telling a story, the students often forgot the components of the story so that the audience did not understand the story being told.
4. Memorizing difficulty, some EFL students had trouble in memorizing stories so that it took time to memorize especially long stories. Therefore, the students must be more disciplined to practice telling stories.
5. Expressing difficulty, some students felt difficult in telling stories because they felt hard to express the characters of the story told and felt embarrassed.
6. Nervous, feeling nervous were the things most often experienced by students because they did not use to demonstrate the stories in public. If this happens, it would affect their intonation and gestures (movements), and also the quality of the story.

METHOD

In this research, the researcher used qualitative research because the researcher wanted to describe or dig deeper the process of implementing storytelling and to find out what were their obstacles in implementation of storytelling to master vocabulary. In addition, this research data was descriptive in nature which did not involve numbers and statistics, so that the researcher tried to make intense approach to the informants in order to obtain factual data. Therefore, the

researcher used qualitative research with a descriptive approach to interview in depth so that research subjects could express words according to their experiences which would be interpreted by the researcher. According to Jackson, Drummond & Camara (2007) explain that qualitative research is concerned with understanding human experience in interpretive and humanistic approaches. According to Sukardi (2010) that the descriptive approach is research that describes and interprets the object as it is. This research was conducted in the city of Makassar in which it took a place at SMP Negeri 8 Makassar. The researcher chose the location & place of this research because there was an English language extracurricular activity that could improve students' English vocabulary. According to Azwar (2004) that there two kinds of data resource, such as;

1. Primary Data, primary data is data obtained directly from research subjects through interviews and observation. The informants of this research were the founders of the English Lovers Community, English teachers, and students who were members of the English Lovers Community who would be interviewed directly by the researcher as primary data.
2. Secondary Data, secondary data is data obtained from sources of books, personal documents and official documents at schools that can support the completeness of primary data. The document data obtained in this research included;
 - a. Identity or Profile of SMP Negeri 8 Makassar
 - b. Data of teachers or instructors who had joined in English Lovers Community
 - c. Data of students who participated in English Lovers Community activities, especially in the storytelling program at SMP Negeri 8 Makassar
 - d. Data of students who got achievement in storytelling activities.

The instruments used in this research were observation, interview, and documentation. These three instruments used to help researcher focus on the research subject.

1. Observation, in this research, the researcher directly involved in English Lovers Community activity process, especially in the storytelling program. This aimed to observe and find out the process of storytelling activities in the English Lovers Community.

The steps in conducting the observations were as follows;

- a. Researcher prepared an observation sheet
 - b. Researcher participated in a program of storytelling activities in the English Lovers Community
 - c. Researcher observed the storytelling process in the English Lovers Community
 - d. Researcher wrote the results of the observations
2. Interview, in this research, researcher interviewed the founders of English lovers community, English subject teachers, and students who were members of the English Lovers Community, especially on storytelling program. This aimed to find out the implementation of storytelling and obstacles experienced in storytelling activities in the English Lovers Community to improve students' vocabulary mastery. The steps in the interview were as follows:
 - a. Researcher prepared a voice recorder to record answers from research subjects.
 - b. Researcher prepared a question sheet
 - c. Researcher spoke politely and kindly and asked questions that had been prepared
 - d. Researcher recorded answers from students and teachers.

In this case, the researcher selected informants by using a purposive sampling technique. According to Cohen, Manion & Morrison (2007) that purposive sampling is the

sample which has been chosen for specific purposes. The researcher used a purposive sampling technique to select students based on criteria, such as being active in storytelling activities, being easy to find and know all the information about storytelling activities in the English Lovers Community. The researcher conducted interviews with the founder of the English Lovers Community as well as an English teacher, namely Mam Adriana, S.Pd.I., S.Pd., M.Pd.I, and two English teachers who are active in English lovers community. Besides the teachers, the researcher also interviewed five female students and five male students who represented members of the storytelling program in the English Lovers Community.

3. Documentation, the documentation used was the form of documents regarding storytelling activities to improve students' vocabulary mastery in the English Lovers Community. This aimed to support the completeness of the research to make it more accurate.

According to Miles and Huberman (1992), there are some data analysis procedures; they are:

1. Collecting Data

In data collection, namely data was obtained from the observations, interviews and written documentation into descriptive and reflective notes. Descriptive notes were natural notes that were seen, heard, and experienced by the researcher herself without any opinion from the researcher regarding the phenomena experienced. Reflective notes were notes that contained impressions, comments, opinions, and opinions of the researcher regarding the phenomenon being studied. The Descriptive and Reflective notes were data collection materials for the next stage.

2. Data Reduction, the next stage was data reduction in which it selected relevant data and focused on solving problems to answer research questions. Then it was arranged systematically and described, classified or sharpened the important research data. While the data that was not relevant to the research problem was discarded. This was to make it easier for researcher to draw conclusions.
3. Data Display, data display is a process of presenting data in the form of brief descriptions, words, tables, and narration to draw appropriate conclusions. In presenting the data of this research, of course, it required various considerations that had been analyzed properly. To present the data, the researcher used a narrative essay because in qualitative research, it is the thing most often used.
4. Conclusion Drawing, the final step in analyzing qualitative data was conclusion drawing. Before conducting the research, the researcher made initial conclusions which were still temporary and turned into perfect conclusions if the researcher had conducted the research by collecting the data and various valid information from the research sources because conclusion drawing was a process of extracting data and information in the form good statement and from clear data. If valid data had been found, its validity would be analyzed and verified so that significant and clear conclusions could be found from this research.

FINDINGS AND DISCUSSION

The results of this research conducted by the researcher at SMP Negeri 8 Makassar started from March to April 2023. The informants in the study were teachers and students who were storytelling members. In this section, the researcher will present the data regarding the research location, namely as follows:

The Profile of SMP Negeri 8 Makassar

SMP Negeri 8 Makassar was established in 1977 and began operating in 1980. It is located in the middle Madya City of Ujung Pandang, precisely on Batua Raya Street, Tello Baru Ward, Panakkukang District, then changed to Batua Ward, Manggala District, Makassar City because of the division of the sub-district. The headmaster of SMP Negeri 8 Makassar is Ruslan, S.Pd, M.Pd. and 63 teachers, in which 6 teachers of them are english teachers. The school also has approximately 1249 students.

Tabel 1. Teacher Informants

No	Name	Age	Gender
1.	Adriana,S.Pd.I.,S.Pd.,M.Pd.I	43 Years Old	Female
2.	Hj. Darmawati,S.Pd.,M.Pd	59 Years Old	Female
3.	Saripah Saleh, S.Pd	48 Years Old	Female

Tabel 2. Students Informants

No	Nisn	Name	Class	Gender
1.	0092113633	Aurora Malika Sutomo	VIII.1	Female
2.	0095128569	Andi Nurul Adina Qalbi Azrul	VIII.1	Female
3.	0106973428	Almira Gracia	VIII.1	Female
4.	0083194428	Azzahra Putri Massiara	IX.1	Female
5.	0092428090	Raisah Hurayrah Alif Kosasih	VIII.1	Female
6.	0085990832	Andi Muhammad Kynan Rifaat	IX.2	Male
7.	0081036876	Bryan Johnson Pasola	IX.5	Male
8.	0089946737	Dirham Zahran Chalid	IX.6	Male
9.	0095295995	Muhammad Danish Izzan	IX.6	Male
10.	0082600462	Muhammad Faturrahman Rusli	IX.2	Male

The Implementation of Storytelling to Improve Students' Vocabulary Mastery in English Lovers Community at SMP Negeri 8 Makassar

The English Lovers Community (ELC) is an English language extracurricular activity community that aims to improve students' English skills. It can be seen that in improving students' English skills, especially in vocabulary mastery, a structured implementation strategy is needed in order to facilitate or expedite the process of carrying out these activities. Based on the researcher's observation, it were found that storytelling activities were activities that retelled a story to convey ideas from the story. Therefore, there were many vocabularies that could help the students to improve their vocabulary mastery.

One of the English teacher Hj. Darmawati,S.Pd.,M.Pd who said that;

'Pada penerapan kegiatan storytelling, biasanya saya menjelaskan terlebih dahulu mengenai apa itu storytelling. Lalu saya mempersilahkan siswa untuk berstorytelling. Setelah itu siswa menunjuk salah satu temannya untuk tampil kedepan. Begitupun seterusnya. Setelah itu saya kemudian menyimpulkan storytelling dan selalu memberikan semangat motivasi kepada

siswa, lebih tekun dan tak lupa untuk memberikan tugas menghafal kosa kata karena itu yang penting”.

The result of the interviews above with the English teacher, it can be said that the implementation of storytelling had several stages, firstly the teacher explained about storytelling, then students came forward as storyteller. After that, the teacher concluded about storytelling and also kept motivating students and the important thing, gave vocabulary memorization tasks.

This was relevant to the other English teacher, Saripah Saleh, S.Pd and also Adriana, S.Pd.I., S.Pd., M.Pd.I as a founder of English Lovers Community as well English teacher. They said that;

“Mengenai penerapan khususnya pada storytelling dapat dikatakan gampang gampang susah karena anak anak senang bercerita apalagi kalau textnya menarik. Nah, caranya itu kami membagi menjadi 3 inti kegiatan, sama dengan mengajar ada kegiatan pendahuluan, jadi kami berdoa terlebih dahulu, kemudian memotivasi mereka dengan menggunakan ice breaking. Setelah kegiatan pendahuluan, kami memberikan kegiatan inti. Nah disini siswa siswa diberikan materi mengenai hal hal yang harus mereka terapkan pada saat melakukan storytelling. For examples, siswa harus memperhatikan penggunaan kosakata, dan pronouncationnya sehingga arti atau cerita tersebut dapat tersampaikan. Setelah itu, barulah kemudian siswa maju kedepan untuk menampilkan sebuah cerita storytelling. Selanjutnya yang terakhir yaitu, kegiatan penutup, yaitu kami memberikan siswa semangat motivasi untuk terus belajar dan dapat menampilkan yang terbaik. Tak lupa pula kami memberikan tugas menghafal kosa kata baru yang mereka temukan.

Based on the interview above, it can be said that the implementation of storytelling was divided into 3 namely preliminary activities, core activities, and closing activities. Preliminary activities in which before starting the lesson, the teacher and the students prayed first then the teacher gave motivation to the students using ice breaking. The core activities in which giving the students an understanding of how to be a good and correct storyteller then students came forward to perform. The closing activities in which giving motivation to the students and giving them assignments to memorize the new vocabulary that they found. Besides implementing, of course a special strategy was needed in the implementation of storytelling to improve students' vocabulary mastery. There were 2 strategies in the implementation of storytelling to improve students' vocabulary mastery, namely in theory and practice. In theory, the teacher explained in detail about storytelling, and in practice, the students practiced how to be a good storyteller. The researcher observed that by using theoretical and practical strategies in implementing storytelling to improve students' vocabulary mastery, the students responded very positively, actively, and enthusiastically in participating at storytelling activities.

The English teacher stated that;

“Kegiatan storytelling efektif meningkatkan penguasaan kosa kata siswa khususnya dalam kehidupan sehari karena ketika siswa storytelling, siswa akan menemukan begitu banyak kosa kata yang didapatkan dari kegiatan membaca sebuah cerita atau dongeng yang berkesinambungan dengan aktivitas sehari-hari siswa. Selain itu, siswa yang mengikuti storytelling dapat dengan mudah menjawab soal ulangan dikelas dibandingkan dengan siswa yang tidak mengikuti kegiatan apapun diluar sekolah. Dalam hal ini, ketika mereka mengikuti kegiatan English Lovers Community begitu Nampak perbedaan antara siswa yang mengikuti kegiatan ekstrakurikuler dibandingkan siswa yang tidak mengikuti kegiatan ekstrakurikuler bahasa Inggris.”

This was relevant to the opinion of Kynan, Bryan, Dirham, Danish and Fatur, students, who were members of the Storytelling program. They said that;

“Penguasaan kosa kata saya meningkat khususnya dalam kehidupan sehari-hari baik dilingkungan sekolah maupun dirumah karena dalam storytelling kami menemukan banyak kosa kata dalam bercerita”.

Based on the interview above, it explained that storytelling activities could effectively improve students' vocabulary mastery in everyday life because through storytelling the students found a lot of vocabulary from a story. Therefore, it could be seen clearly that the increase of students' vocabulary who take part in English Lovers Community activities compared to students who do not take part in English Lovers Community activities.

In addition, 3 storytelling members who took part in storytelling competitions outside of school, namely Azzahra, Raisah and Dirham also said that;

“Kami pernah mengikuti lomba storytelling pada event Expo algorithm di SMAIT Al-Fityan Gowa, namun kami belum mendapatkan juara. Mungkin belum beruntung, namun kami bangga karena itu merupakan pengalaman baru buat kami dan kami jadikan motivasi untuk lebih giat belajar storytelling”

Dirham added that;

“Saya juga pernah mengikuti lomba storytelling di SMA Celebes, tapi belum mendapatkan juara”

Based on the results of the interviews above, the three storytelling members had participated in the storytelling competition, but they had not won the title of champion yet. Even though, they were very proud of themselves because they were able to have the courage to take part in the competition so that they had new experience and also learn new lessons. One of them received an award for participating in a storytelling competition. Based on the results of the research conducted by Octaberlina & Muslimin (2022), Mansyur, Umar., Rahmawati, Sitti., Muhajir (2023), that the implementation of storytelling towards extracurricular activities was that firstly, students were asked to look for a story as a reading material, then they came forward as a storyteller to tell the stories obtained by them. After that, other students could give suggestions or criticisms of their friend's performance and so on. Then the teacher selected the students to take part in the storytelling competition. This research showed that through English Club activities in the form of storytelling, speeches, and discussions, the students could improve their students' vocabulary mastery, speaking, pronunciation, and grammatical accuracy so that the students a high interest in learning English.

Meanwhile, this research found 3 processes in implementing storytelling to improve students' vocabulary mastery in the English Lovers Community, namely the first was the preliminary activity, namely praying together between the teacher and students so that the learning process could run smoothly. After that, the teacher provided motivation to students or ice breaking to foster student enthusiasm for learning. The second was the core activity. In this core activity, the teacher used theoretical and practical strategies in which the teacher provided material about storytelling. Then the teacher began to practice how to tell storytelling properly and correctly starting from vocabulary pronunciation, vocabulary mastery, intonation of each sentence, body movements, expressions, and deepening of the characters in the story. And finally, the closing activity. The closing activity was that the teacher gave assignments to the students to write what moral message or wisdom that could be drawn from the story, then students memorized the new vocabulary that they found to be deposited in the next meeting. The

results of this research showed that through the English Lovers Community, especially on the storytelling program, could improve students' vocabulary mastery because by telling stories, students found a lot of new vocabulary that they learn there by increasing their vocabulary mastery in everyday life, especially in the school environment and in the family environment.

The Obstacles in Implementation of Storytelling to Improve Students' Vocabulary Mastery in English Lovers Community at SMP Negeri 8 Makassar

In doing a storytelling, of course it was not an easy thing for the students and the teachers to do. The researcher saw that there were several obstacles or problems faced by the teachers when teaching storytelling and also for students when doing storytelling. However, these obstacles could be overcome soon. As said by Adriana, English Lovers Community Founder and also the English teacher;

‘Tentunya tak terlepas oleh waktu. Karena jam pulang sekolah kan jam 14.20, sedangkan kegiatan storytelling dilakukan di jam 14;30-15;30, sehingga hanya 1 jam mengajar. Kedua, yang menjadi kendala yaitu, siswa kurang percaya diri. Jadi ketika mereka kurang kosa kata, maka siswa juga kurang bercerita. Kemudian siswa kesulitan pelafalan dalam berkomunikasi’.

Based on the interviews above, it was concluded that there were several obstacles faced by the teachers in teaching storytelling, such as lack of learning time, the students lacked confidence or were shy in expression, and students had difficulty in pronouncing and memorizing vocabulary. Although there were several obstacles encountered in implementing storytelling to improve students' vocabulary mastery, teachers could overcome them with various solutions. They said that;

‘Meski waktu terbatas hanya 1 jam, kami akan memaksimalkan waktu tersebut untuk mengajar storytelling. Selain itu, kami terus memotivasi siswa untuk terus belajar, berlatih dan khususnya pada siswa yang kurang percaya diri untuk tetap semangat belajar, karena apapun yang dilakukan jika serius, pasti bisa’.

Based on the interview above, it was concluded that in overcoming some of the obstacles faced, teachers would maximize teaching hours even if it was only 1 hour. In addition, they provided motivation for the students to continue learning so that their goals could be achieved from storytelling activities. In addition, to the teachers who had problems in implementing storytelling, of course the researcher clearly saw that the students as the main role also had obstacles in implementing storytelling to improve their vocabulary mastery. As said by the students who were storytelling members, namely Azzahra, Raisah, Aurora, Almira & Andi that;

‘Tentunya banyak kendala yang kami dihadapi, apalagi dalam menyampaikan sebuah cerita tidaklah mudah. Kendala yang kami alami seperti terdapat banyak kosa kata baru yang ditemui, intonasi nada, pendalaman karakter, pelafalan kosa kata bahasa Inggris, gugup didepan banyak orang, dan menunjukkan ekspresi’.

Based on the interview above, it is said that telling a story was not easy. There were obstacles that were faced by the students such as finding new vocabulary so that they had difficulty in understanding the storyline, toning intonation, exploring the various characters in the stories told, pronouncing English words, and expressing a story or feeling nervous.

This is relevant to the opinion of Bryan, Fatur, Kinan, Danish, and Dirham who said that;

‘Kendala kami yaitu Salah penyebutan, gugup berbicara didepan banyak orang, intonasi kurang, tidak percaya diri, suara kecil dan tidak terlalu lancar dalam menyebutkan kosa kata’.

Based on the interview above, it can be concluded that the obstacles experienced by the students when doing storytelling were that they often mispronounced vocabulary, felt not confident to appear in public, lack intonation in tone of voice, and had a small voice. However, they could overcome these obstacles with various solutions. The students said that;

''Dari beberapa kendala yang dialami, kami bisa mengatasinya dengan memperbanyak latihan agar pronouncationnya benar, seperti latihan didepan cermin, mempelajari kosa kata baru yang belum dipahami, tetap tenang, dan kuncinya harus tetap percaya diri karena kalau tidak percaya diri tidak ada yang jadi''

This is relevant to Raisah who said that;

''Yang pertama pastinya kita harus percaya diri terlebih dahulu, karena kalau tidak percaya diri semuanya akan terlihat tidak bagus, jadi cara saya mengatasi masalah tersebut yaitu mendalami storytelling sehingga energinya akan terbawa ke ekspresi wajah, intonasi penguasaan kosa kata, jadi harus memahami betul betul karakter yang diperankan agar menjadi berkualitas. Intinya harus tetap percaya diri dan mempelajari kosa kata baru''.

Based on the interview above, it can be concluded that to overcome some of the obstacles experienced, there were several solutions that they did, such as being confident, stayed calm, learned and understood new vocabulary, and practiced continuously so they could be confident in expression, and portrayed the characters in the story so that the story conveyed could be conveyed to the audience clearly. Based on the opinion of Wardhani, Chandra & Febriyati (2020) which showed the results of the research that the obstacles faced by students when doing storytelling were, students lacked confidence, students were confused about what to say, students had difficulty memorizing and expressing, so they were nervous in storytelling. Whereas in this research the results showed that the obstacles experienced by the teachers and students included, namely, limited teaching hours, the students did not feel confidence, students had difficulty in pronouncing and memorizing vocabulary, students felt nervous, there were many new vocabulary encountered, storytelling parts such as voice intonation, depth of character, and showed expressions. Based on the obstacles faced by the teachers and the students in this research, the obstacles could be overcome by some solutions such as maximizing available time and motivating students to study and practice more actively.

CONCLUSION

Based on the results of the research, it can be concluded that;

1. The Implementation of Storytelling to Improve Students' Vocabulary Mastery in English Lovers Community at SMP Negeri 8 Makassar
 - a. Preliminary activities were praying before studying and motivating the students or doing ice breaking.
 - b. The core activities used theoretical and practical strategies, in which the teacher explained first about storytelling and then the students came forward as storytellers.
 - c. The closing activities was that the teacher gave assignments to students to memorize the new vocabulary found and provided motivation to continue learning and practicing.
2. The Obstacles in Implementation of Storytelling to Improve Students' Vocabulary Mastery in English Lovers Community at SMP Negeri 8 Makassar
 - a. Limited teaching hours
 - b. Students did not feel confident
 - c. Students had difficulty in pronouncing vocabulary

- d. Students had difficulty in memorizing new vocabulary
- e. Students felt nervous
- f. Students had difficulty in understanding new vocabulary
- g. Storytelling parts such as voice intonation, character development, and expression.

REFERENCE

- Ali, B. J., & Anwar, G. (2021). Vocabulary Learning Strategies and Foreign Language Acquisition at Private Schools. *International Journal of English Literature and Social Sciences*. Vol. 6, No. 3, PP. 163-173.
- Asyiah, D. N. (2017). The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery. *Jurnal Bahasa Lingua Scientia*. Vol. 9, No.2, PP. 293-318.
- Azwar, S. (2004). *Research Methods*. Yogyakarta: Student Library.
- Cohen, L., Manion, D., & Morrison, K. (2007). *Research Methods in Education*. New York: Rutledge.
- Jackson, R. L., Drummond, D. K., & Camara, S. (2007). What is Qualitative Research?. *Journal Qualitative Research Reports in Communication*. Vol. 8, No. 1, PP. 21-28.
- Mandasari, N. (2018). *English Club Members' Perceptions to Their English Speaking Performance: A Case Study At 4th Semester Students Of English Education Program* (Doctoral dissertation, Universitas Mataram).
- Mansyur, Umar., Rahmawati, Sitti., Muhajir (2023) Pojok Baca MTs Wihdatul Ulum Bontokassi Kabupaten Gowa sebagai Wujud Gerakan Literasi Sekolah (GLS). *Jurnal Madaniya*. Vol. 4, No. 1, p. 44-53
- Miles, B. Mathew dan Michael Huberman. 1992. *Analisis Data Kualitatif Buku Sumber Tentang Metode-metode Baru*. Jakarta: UIP.
- Octaberlina, L. R., & Muslimin, A. I. (2022). Fostering Students' Speaking Ability through English Club Activities. *Arab World English Journal*. Vol. 13, No. 3, PP. 414-428.
- Pavita, M. D. A. (2022). Students' Perceptions of the Use of a Snake and Ladder Board Game in Learning Vocabulary at the English Club of SMKN 1 Banyumas. *Journal of English Language and Education Spectrum*. Vol. 2, No. 1, PP. 24-30.
- Sukardi. 2010. *Metodologi Penelitian Pendidikan*. PT. Bumi Aksara: Jakarta.
- Sulaiman, Rizkariani, and Muhajir. (2019). The difficulties of writing scientific work at the English education students. *Journal of English Education*. Vol. 4, No.1, p.54-60.
- Sulastris, S., Ratnawati, R., & Hudriati, A. (2022). The Effective Use of Storytelling to Encourage EFL Students' Participation and Interest in Speaking English. *Journal of English Language Teaching*. Vol. 9, No. 1, PP. 94-102.
- Wardhani, I. P., Chandra, N. E., & Febriyati, E. R. (2020). Students' Challenges in Performing Storytelling Extracurricular Activities. *Lingua Educatia*. Vol. 2, No. 3, PP. 181-195.