

ENGAGING ENGLISH VOCABULARY THROUGH DIGITAL STORYTELLING ACROSS EFL YOUNG LEARNERS

Beny Hamdani¹, Muhammad Darrin Zuhri², Hosnol Hotimah³, Tjitra Ramadani⁴
benyhamdani.ielts9.consultation@gmail.com¹, darrin@unira.ac.id², hosnolkhotimah@gmail.com³,
dhanitj83@gmail.com⁴

Islamic University of Zainul Hasan Genggong¹, Universitas Madura², Islamic University of Zainul Hasan
Genggong³, Universitas Madura⁴

Abstract:

This recent study aims to examine the improvement of students' vocabulary mastery through digital storytelling at the fifth grade of elementary school Zainul Hasan Genggong Kraksaan Probolinggo and describe the implementation of digital storytelling in teaching vocabulary at the fifth grade of elementary school Zainul Hasan Genggong Kraksaan. The research design is Classroom Action Research. The participants were the teacher (collaborator) and the fifth grade of elementary school Zainul Hasan Genggong Kraksaan Probolinggo. Data collection was an interview and vocabulary test. The data obtained were analyzed using descriptive qualitative and descriptive statistic. The findings revealed that the use of digital storytelling media was effective to engage students' vocabulary mastery. It gives students to have chances to practice the vocabulary in their language skills. Meanwhile, the result of quantitative data showed that there was a significant and consistent improvement of students' mean score in pre-cycle (44, 42), cycle 1 (45.03) and cycle 2 (73.89). Thus, there was approximately 29.42 point of improvement during the cycles. The result indicates that the use of digital storytelling media is effective to engage the students' vocabulary mastery of the fifth grade of elementary school Zainul Hasan Genggong Kraksaan Probolinggo.

Keywords: Vocabulary mastery, Digital Storytelling, EFL learners.

Introduction

In this massive development of technology, the news, information, and knowledge are growing and spreading so fast. People can know what happened in the other sides of the world immediately after the event happened. Nevertheless, almost those information, news and knowledge presented in English language. Thus, mastering all skills of English language in this information explosion are needed by people. At least, they have adequate vocabulary to get those information, news and knowledge. It was in line to Nation (2006) who argued that the second language learners need to master between 8,000 and 9,000 word families to understand 98% of written text and 6,000 to 7,000 word families for spoken text.

Vocabulary is defined as the whole words, including expressive vocabulary for speaking or receptive vocabulary for listening, which should be mastered to produce acceptable communication to others (Neuman & Dwyer, 2009). It is one of the

most prominent foundational components of language. It is a significant element of four language skills, which has a crucial role in teaching and learning the language (Safari, 2019). It is in line to Wilkins (1972) who argued that without having enough skill in grammar, very little things could be communicated and without having proportional number of vocabulary, nothing could be communicated with others. In other words, having inadequate vocabulary will hinder effective communication which results in physical aggressiveness (Shoari, 2017). That is why, Rohmatillah (2014) stated that vocabulary is the core to the second language (L2) acquisition.

English is a global language. English is one of the international languages that most used in many countries in the world including Indonesia. As an international language English is very important because using english is the easiest way to communicate with people from other countries

about many aspects in human life. In Indonesia, English considered the first foreign language to be learned. The Indonesia government has chosen English as a first foreign language to be taught in schools in formal education. English is taught from elementary school until universities.

The Indonesian government is very aware of the importance of English language education and is anxious to take measures to improve the English language proficiency of its citizens in order to ensure that they are able to compete in an increasingly globalised economy. There has recently, for example been major curriculum reform including the deregulation of primary schools and the introduction of a new school curriculum that recommends changes to traditional approaches to teaching and learning.

In teaching and learning process of English subject, students are required to master four English skills. They are listening, speaking, reading, and writing. Listening and reading belong to receptive skills in which the language users required the ability to receive spoken and written language users require the ability to produce language both spoken and written. In order to be able to master four language skills, learners must have sufficient vocabulary. Vocabulary is the words we teach in the foreign language. However, the new item of vocabulary may be more than a single word. Language consists of words. Vocabulary is the collection of words that an individual knows vocabulary is the most important. Vocabulary is essential of English learning. Someone need vocabulary in communication in order to express his idea.

In response to this problem, in Indonesia, English is as a foreign language (EFL). It is included in curriculum and taught in every level education. Yet, there are still some problems found in the process of teaching and learning in the classroom, especially in vocabulary class. It was in line to the preliminary study that has been done. On 20th February 2019. The preliminary study was actually carried out to the fifth grade student of elementary schools. The findings indicated that most learners tend to have the difficulties to comprehend the words that was learned. In details, in the aspect of meaning, the students felt hard to translate English vocabulary found in the text due to their

limited vocabulary. Also, they admitted that they felt difficulties in pronouncing and spelling words because they did not know the correct pronunciation and spelling of those words. Then, they were confused about grammatical words. It is when certain words change into other forms such as verbs with irregular past form (think, though), noun with plural form (mouse, mice). Additionally, they had problems in differentiating between adjective, noun, and verb that made them difficult in constructing good sentences. It is in line to the result gained through vocabulary test which was conducted on 20th and 24th January 2019, most of the students of fifth grade of elementary school have low vocabulary mastery. Therefore, they had a little motivation to learn vocabulary because of those problems. In addition, the teacher said that she never used media digital such a digital storytelling as a media in teaching the English language to the seventh-grade learners of elementary school because she only teaches the learners using a blackboard, dictionary, and textbook. In consequence, the learners did not have sufficient vocabulary to be used in communication in the class since without vocabulary nothing to convey.

However, the teachers are demanded to equip the learners with a sufficient number of vocabulary because it gives a direct positive impact on building up language proficiency as a whole (Jahan, 2017). According to Graves (1986) in Hartono (2015), to support students' listening, reading, speaking and writing ideally the learners of secondary level are expected to have 2.500 - 5.000 words. Furthermore, Nation in Cameron (2001) claimed that Indonesian foreign language learners could gain 1000 or 2000 word families after attending English class for five years.

In addition, the teachers' ability to utilize the helpful to present the material to the students in the classroom is needed since teaching vocabulary needs media (Evensky & Hamer, 2016). The result of the interview in the preliminary research concluded that the teacher tended to use the conventional media such textbook, dictionary. Besides, she only serve the student with monotonous activity such as translating and memorizing the long list of vocabulary. The learners were asked to translate the passage by using the dictionary, then memorize the list of word

and store them to the teacher. As consequence, the learning was not fun and enjoyable anymore for them. This situation led them to have a low interest and motivation to learn English. However, the teachers should be creative to find or create an active and enjoyable learning atmosphere. He/ She can take any pedagogical benefit of the massive technological development in this digital era, since applying technology to learning and teaching a second or foreign language is an essential educational issue (Rajayi, Poorahmadi, & Poorahmadi, 2018). It is believed that combining technologies with traditional teaching methods in language teaching can motivate the students and improve the instructional process in the classroom (Zarei, Heidari Darani, & Ameri, 2017). Therefore, to solve this problem, the teacher can use digital storytelling.

Digital story is a proper media to help the students to empower their vocabulary skills. It is made by incorporating a few computerized media, for example, sound, picture and video components with a length of 3- to 5-minutes, in some cases as long as 10 minutes (Lee, 2014; Robin, 2016; Gladstone & Stasiulis, 2019). It uses a media to tell an individual account, recorded documentaries and stories that inform and practice the specific idea or practice (Robin, 2016). Furthermore, through digital storytelling media, educators have a broad chance to engage and help their learners (Dreon, Kerper, & Landis, 2015).

Several studies have investigated the successful implementation of digital storytelling media. The example of studies on digital storytelling were conducted by Abidin, Mohammadi, Souriyavongsa, Tiang, and Kim (2011), Ameer (2014), Tarigan (2016), and Samsi (2016) about proposing the digital storytelling as a proper media to improve students' English vocabulary mastery. Those studies found that digital storytelling media gave positive impact on the vocabulary skills of the students in which the experimental category could surpass the control group in the final test. In addition, Leong et al. (2011) claimed that digital storytelling has positively influenced vocabulary learning of young learners. In other words, the learners were more positive and more motivated to learn using this application. Lately, Tridinanti (2017) pointed out

that the use of digital storytelling media can help the students to improve their vocabulary mastery. This improvement indicates that the use of this media in the classroom is helpful for the students in some aspects such as meaning, show, imitate, and say simple English sentences. That is why, the researcher believes that this media is an helpful to teach vocabulary since it has been increasingly used for second language learning as some related studies mentioned earlier.

Even though many studies concerned on the implementation of digital storytelling as a media of learning in the classroom in form of project-based, as far as the researcher knows, there is relatively a handful number of research that focuses on using the existed digital story video in learning vocabulary in the EFL classroom. The researcher derives this study from such a rationale in order to contribute to students' vocabulary improvement while implementing the digital storytelling media.

Reflecting back to the aforementioned rationale, the researcher initiated to help the learners to solve the problems by conducting a study which was concerned with developing learners' vocabulary mastery by applying digital storytelling. The researcher limited this study by focusing on two crucial problems, they were; (1) the enhancement of the teaching and learning process at the fifth-grade learners of Elementary school Zainul Hasan Genggong Probolinggo (2). The improvement of learners' mastery of vocabulary which focused on the meaning, spelling, pronunciation, and grammar of the words. The research applied digital storytelling to help learners in learning vocabulary.

The researcher formulated some problem statements which have been answered in the end of this research. Those are as follows: (1) Is digital storytelling media able to improve learners' vocabulary mastery at the fifth-grade learners of Elementary school Zainul Hasan Genggong Probolinggo? (2) How is digital storytelling media able to improve learners' vocabulary mastery at the fifth-grade learners of Elementary school Zainul Hasan Genggong Probolinggo? Based on the formulation of the problems above, the objectives of this study are: (1) To find out the improvement of learners' vocabulary mastery through digital storytelling at the fifth-grade learners of Elementary

school Zainul Hasan Genggong Probolinggo. (2) To describe how digital storytelling able to improve students' vocabulary mastery at the fifth-grade learners of Elementary school Zainul Hasan Genggong Probolinggo.

Research Methods

Research design is classroom action research proposed by Kemmis and Taggart (1999). This study was held in the last of even semester in the academic year 2021/2022. It has been conducted around two months from 6th July to 6th September 2021. The schedule of this research was twice in a week, Tuesday and Wednesday. The study has been conducted at elementary school Zainul Hasan Genggong. It was one of the private elementary schools located at Jl. Condong Pajajaran Probolinggo. The subjects of the research were the fifth grade students of elementary schools Zainul Hasan Genggong in the academic year 2021/2022. The class consisted of 21 students. This grade was chosen based on the result of an interview with the teacher. In this classroom action research, the researcher observation, interview and vocabulary testing. The data analysis uses descriptive analysis.

Research Finding

Cycle 1

a. Plan

In the first cycle, learning activities is designed to help students memorize the vocabulary on the English subjects for fruit. Some forms of planning that are prepared by the researcher in this cycle are as follows:

1. Prepare the teaching material to be delivered;
2. Create a lesson plan;
3. Prepare the research instrument in the form of questions for written tests used to measure student achievement;
4. Prepare Picture-Word inductive model;
5. Prepare the student observation sheet during learning activities.

b. Implementation

The first cycle was held on 10 February 2020 with 2 x 35 minute. The time duration was 07.30 until 08.40. In these meetings, the implementation of the first cycle was adjusted with

a lesson plan that was created earlier. The second cycle was executed on 12 February 2020 with 2 X 35 minute. The time duration was at 07.30 until 08.40. The implementation of the second cycle was adjusted to the lesson plan that was created earlier.

In the preliminary event comprising the steps of apperception and motivation, teacher asked us to pray together before the start of the lesson. When finished praying, the teacher was conditioning the students to be ready to learn and provide motivation to the students. Teacher motivated students by inviting students to give fun game. In the next stage of apperception stage, the teacher asked the students about fruit for instance what is your favorite fruit? Do you like a mango? Do you ever buy a bunch of banana at the traditional market?

The next activity is a main activity. At the main activity, there are three stages given namely the exploration stage, elaboration and confirmation. In the exploration phase, students are asked to observe the image given by teacher and then mention any fruit that is in the image by using the English language.

Later in the elaboration stage, the teacher divides the class into five groups. The division of the group is done in a way that was previously done in cycle 1 that is found by dividing the paper blue, red, yellow, green, purple, and brown. Students who receive the same color paper, then these students are in the same group. Once the students are divided into groups, representative of each group was asked to come forward to take the game board, dice, pawns, and game memories and alternatives questions. The teacher explained to the students how to play the game. In accordance with the rules of the game, the students who received the down arrow must answer the alternative question, if the answer is wrong then the students must go down into the designated box in accordance with the arrows. Likewise, if a student got up arrow then the students must answer the existing alternative question. If the answer is correct, the students are allowed to move into the designated box in accordance with the arrows. If the answer is wrong, then then students must still stay in the box occupied.

After students are able to complete the game, the teacher gives students English

vocabulary exercises about fruit that are 25 questions consisting of 10 multiple choice questions, 10 questions match vocabulary and 5 question matching picture. It is intended as an evaluation activity therefore the students are asked to work on the problems individually. At the confirmation stage, the teacher discusses the results of students work together and students can ask the things unknown to teachers. In addition, teachers also straighten misunderstanding, conclude and provide reinforcement material to students.

The last activity is the closing. At the closing activity teachers together with learners make conclusions about learning activity today. In addition, teachers also provide feedback on the process and outcomes of learning by asking questions about the material that has been studied as well as inform instructional materials at the next meeting

c. Observation.

Based on the results of observations made by researchers, while early learning activities of students seemed not eager to participate in learning activities, but after the teacher gives the educational game seemed enthusiastic. During process of learning activities, students were enthusiastic because at the beginning of the learning process, teachers promising will play games using picture word inductive model.

Students look more enthusiastic and happy during learning activity cause teacher uses picture word inductive model. However there are still some obstacles in the use of picture word inductive model. That is because the teacher did not explain the rules of the game in detail, so students are less able to understand the rules of the game. From the first-post evaluation given by the researchers, there are some students who completed the whole questions precisely because the students has begun to memorize vocabulary about fruits. D. Reflection

From the results of the implementation of the action on the first cycle, it can be seen that an increase in the percentage of learning outcomes 40.70% . However, this increase is not maximized so that the need for revision of learning in order to improve students' vocabulary mastery. Some constraints on learning activities in this first cycle among others ;

1. Students are still confused use Picture word inductive model because the teacher did not explain in detail the rules of the games, students are only required to read the rules of the game on a sheet that has been provided by the researcher:
2. Some students are still afraid to ask vocabulary that cannot be understood.

Addressing constraints contained in the first cycle, revision is needed in order to correct the error in this cycle not repeated in the second cycle. The forms of revision are as follows:

1. Teacher explains the rules of the games picture word inductive model;
2. Teacher motivates students to not be afraid to ask.

Cycle 2

1. Planning

In the second cycle, the learning activities designed to reinforce the students' vocabulary on the supermarket. Some forms of planning that are prepared by the researchers in this cycle are as follows:

1. Prepare the material to be delivered;
2. Create a lesson plan;
3. Prepare the research instrument in the form of questions for written tests used to measure students achievement;
4. Prepare instructional picture word inductive model;
5. Preparing student observation sheet during learning activities.

2. Implementation.

The second cycle was executed on 12 February 2020 with 2x35 minute. The time duration was at 07.30 until 08.40. The implementation of the second cycle was adjusted to the lesson plan that was created earlier. In the preliminary event comprising the steps of apperception and motivation, teacher asked the students to pray together before the start of the lesson. When finished praying, the teacher was conditioning students to be ready to learn and provide motivation to the students. The teacher motivated students by inviting students to give fun game. In the next stage of apperception stage, the teacher asked the students about supermarket theme for instance, " Did you ever go to supermarket? How often did you visit the

supermarket? What kinds of thing did you usually buy at the supermarket?

The next activity was a main activity. At the main activities there were three stages that was given namely the exploration stage, elaboration and confirmation. In the exploration phase, students were asked to observe the image given by teacher and then mention any products at the supermarket that was in the image by using the English language. Later in the elaboration stage, the teacher divided the class into five groups. The division of the group was done in a way that was previously done in cycle 1 that was found by dividing the paper blue, red, yellow, green, purple, and brown. Students who received the same color paper, then these students were in the same group. Once the students were divided into groups, representative of each group was asked to come forward to take the game board, dice, pawns, game memories and alternative questions. The teacher explained to the students how to play the game. In accordance with the rules of the game, the students who received the down arrow must answer the alternative question, if the answer was correct, then these students remain in the box occupied but if the answer was wrong then the student must go down into the designated box in accordance with the arrows. Likewise, if a student got up arrow then the student must answer the existing alternative question. If the answer was correct, the students were allowed to move into the designated box in accordance with the arrows. If the answer was wrong, then these students must still stay in the box occupied.

If the alternative questions have been used up, the students who got a box that had a downward arrow should go down towards the box designated arrows. If the student was in box that had the up arrow then the students can directly go up to the designated box in accordance with the arrows. At the end of the game, students first arrived at the finish line in each group reported successful player to the teacher. To appreciate the successful student, teacher gave rewards to the students at the next meeting.

After students were able to compete the game, the teacher gave students English vocabulary exercises about supermarket theme that are 25 questions consisting 10 multiple choice questions, 10 questions match vocabulary and 5 question ,

Matching picture. It was intended as an evaluation activity therefore the students were asked to work on the problems individually. At the confirmation stage, the teacher discussed the results of student work together and students can ask the things unknown to the teachers. In addition, teachers also straightened misunderstanding, concluded and provided reinforcement material to students.

The last activity was the closing. At the closing activity, teachers together with learners made conclusions about learning activity today. In addition, teachers also provided feedback on the process and outcome of learning by asking questions about the material that has been studied as well as inform instructional materials at the next meeting. Before closing the learning, the researcher gave rewards in the form of stationary to the students who can complete the game in each group in cycle 1 and cycle 2.

3. Observation

Based on the results of the observations made by researchers, students seemed more enthusiastic in participating in the current study compared to the following study on cycle 1. At the main activity, which was when the teacher explains the learning materials, student looked very serious because they did not want to get wrong in alternative questions when playing picture word inductive model learning like on cycle 1. The number of students who dared to ask about unknown vocabulary was increasing. It meant that the students were not afraid anymore or felt free to ask the teacher.

At this meeting, the students were very excited to start the game. The game ran smoothly and all the students were clear about the rules of the game because the teacher explained the rules of the game very detailed when compared with the explanation on the first cycle. Students were increasingly enthusiastic because at the beginning of the meeting teacher promised reward for students who first reached the finish box in each group. For the evaluation questions, the majority of the students got a perfect score.

4. Reflection

From the results of the implementation of the action in the second cycle, it could be seen that an increase in learning achievement with a percentage 82,5 %. Through field observations in each cycle, it

could be concluded that the use of picture word inductive model proven effective to enhance the vocabulary mastery about supermarket theme. The indicators of the successful use of picture word inductive model were as follows:

1. At the time of the learning, the students looked happy and very enthusiastic;
2. By running picture word inductive model, students were easier to memorize English vocabulary;
3. There was an increase in learning after using picture word inductive model of 40.70% in the first cycle and 82, 8% in the second cycle.

The implementation of picture-word inductive model media in this paper brought some successful improvements in the young learner students' ability in memorizing english vocabularies and the teaching and learning process. Based on the findings of this research, the first improvement was related to the content. The first step of picture-word inductive model that was indentifying items and ideas in the picture that were carried out successfully. This step could motivate the students to generate the ideas. The labelling words in the second step could help the students to brainstorming the important ideas that they had to memorize. These findings are in line with Calhoun (1999) who stated that the concept of using pictures as a stimulus for language experience activities in the classroom was developed specifically for teaching young students to memorize english vocabularies.

The second improvement was in the aspect of organization. By doing the steps of picture-word inductive model, the students could organize the ideas into a good sequeunce. By identifying pictures, labeling words, and creating sentences, the students became able to generate english sentence in good sequence. The findings were suitable with the frameworks of picture-word inductive model as stated in Calhoun (1999) who defined picture-word inductive model that was designed to develop and support the students in sharing common meaning through words and composing sentences that conveys ideas.

The third improvement was related to vocabulary aspect. Repetition and presentation of words on the picture word chart converted the

words into sight words for most students. By looking at the pictures that had been identified into words and looking up at the dictionary, the students could use more appropriate words in their utterances. Therefore their vocabularies were more varied.

The fourth improvement was in the aspect of mechanics. In the labeling steps of picture-word inductive model, the studnets were asked to spell the word aloud so that th e students' awareness about the spelling of the words was improved. The students also tried to minimize the misspelling by checking the words in the dicionary. By giving written feedback to the students, the researcher made them paying attention to punctuation and capitalization.

Discussion

Thornbury (2002) states that in learning a language, teaching words are a vital aspect to be concerned since languages are based on words. The researchers believed and witnessed himself that without mastering enough vocabulary, students tended to have difficulties in learning English in the classroom. That was why the researcher conducted this action research. Then in accomplishing this study, the researcher employed digital storytelling as a media of leaning during the instructional in the classroom.

In terms of vocabulary mastery, this research referred to the aspects of the vocabulary defined by Cameron (2001) in which to have good vocabulary mastery, the learners should pay great attention to some necessary aspects of vocabulary such as pronunciation, spelling, grammar, and meaning of the words. Those four aspects will truly support them to be successful in improving their vocabulary mastery. In addition, this research also concerned to discuss the part of speeches including noun, pronoun, verb, adjective, adverb, proposition, and conjunction.

The findings in pre-cycle showed that the result of the vocabulary mastery test was very poor, which was indicated from the low mean score. The students mostly had difficulties in all aspects of the vocabulary mentioned previously. In teaching and learning process, they used to be taught using conventional and limited media such as notebook and dictionary. Also, the teacher provided them with monotonous activities. They were assigned to

translate the text and memorize the words found. Those all led them to less motivated, so only a few of them participated during the instructional process. As a result, they had low vocabulary mastery.

With the rapid development of technology in this era, teachers should be able to take any pedagogical advantages of it. Thus, the researcher tried to initiate to use digital media of learning as a learning media. He implemented digital storytelling as a learning media in the classroom. The digital storytelling implementation in teaching vocabulary is quite simple. Firstly, in each cycle teacher showed a short story with the duration 3 - 5 minutes. To complete it, the teacher can use some tools such as laptop, speaker and slide. Before spreading out the printed version to the student, the teacher tried to present the general introduction to the topic of the meeting. The researchers then asked one of the students to read the printed version. It was done to help them to enhance their spelling and pronunciation.

While watching the story, then the students were asked to find out the meaning of difficult words. The students tried to guess the meaning using the context. The students made a list of vocabulary then they wrote it in their books. The researcher explained the appropriate meaning. The teacher has the students to choose two words of other groups and make simple sentence using those words. Then the teacher instructed each group member to correct each other before the teacher corrects them. The teacher corrected and gave feedback on the students' works. To make the students understand more about the meaning the researcher gave synonyms or antonyms of some words.

As a result, after the actions implemented in which the students explicitly were taught vocabulary by using the media of digital storytelling, their vocabulary mastery showed a significant and consistent improvement. The students' pre-test results were very poor. Then, the teacher implemented a media digital storytelling during the instructional process in the classroom. This implementation consisted of two cycles, with four meetings in each cycle. Furthermore, the researcher administered a post-test to find out the students' improvement. Then, the result indicated

that using digital storytelling as the media in teaching vocabulary is effective to help the students in learning vocabulary which influence to enhancements of students' vocabulary mastery level.

This result indicated that the use of digital storytelling is useful to enhance students' vocabulary mastery. The outcomes of the study showed that teaching media like digital storytelling was a powerful media used in the classroom activity. The digital stories that the researcher used in this recent study met the terms defined by Lee (2014) that is "a 3 to 5 min visual narratives that synthesize images, video, audio recordings of voice and music, and text to create compelling accounts of experience".

The use of digital storytelling had been able to enrich and enhance students' vocabulary mastery, as proposed by Frazel (2011). Based on findings that researchers found, the digital storytelling was able to attract students' participation in the classroom activity like answering question to have a more interesting discussion topic, for example, about their holiday. These facts were supported by Robin (2006) who elaborated the advantages of digital storytelling as follows : digital storytelling helped the students to effectively strengthen the form and meaning in their long memory. So it is no problem whenever they recall them. Then, it was successful to reduce students' boredom during the instructional process instead of attracting their attention to the classroom activities.

Meanwhile, in relation to students' perception on the impact of digital storytelling, most of them have positive perception towards the implementation of digital storytelling in the classroom because they found that their vocabulary mastery significantly improved compared to the teaching and learning process before using it. By using this media, the students were motivated to learn vocabulary in the classroom. Therefore, they actively participated during the class by taking part in all learning activity such as discussion, questioning and answer session and game. Therefore, they argued that digital storytelling was quite effective media in teaching vocabulary.

In addition, the incorporation of technology during the instructional process help students to overcome their writing problems such as sentence

formation, spelling, formation, and building, and forming of a text. By using a digital storytelling, the students knew the meaning of vocabulary using the context clue in the story, so they were able to know the meaning without translating literally. By listening to the story, they could listen to the pronunciation from the storyteller directly so that they can differentiate the correct and wrong pronunciation. Also it helped the student understood the right spelling performed by the storyteller. Utilizing the media of digital story, the students could see the movement of the object and picture in the video, so they are easy to understand the storyline. Learning through this media can be unique attraction to the students related to their ages that are happy with visual media like videos.

Furthermore, in accomplishing this study, the researcher found some problem related to the implementation of digital storytelling in the classroom. It was about limited tool provided in the school, and the digital story displayed at least needed computer or laptop, speaker, LCD projector and slide. Unfortunately, the LCD projector provided in the school did not work, although the technician fixed it. Also, the school did not have a slide or LCD screen. Thus, the process of using this media was delayed for two meetings. To overcome this problem, the researcher tried to rent the LCD and used the blackboard as the screen of it. Another problem was about the video displayed to the students. Some of them complained that the video was too long and fast. Thus, the researcher searched some relevant videos, and if needed, he would edit the video to match with students' needs.

In spite of the previous problems, it can be summarized that digital storytelling is really easy to be implemented, and it is so effective with all the advantages. Using digital storytelling in improving vocabulary mastery gave a positive impact on the students.

Conclusion

The implementation of digital storytelling as a media can engage the students' vocabulary mastery level for fifth grade of elementary school Zainul Hasan Genggong. Digital storytelling is able to enhance students' vocabulary mastery for the fifth grade of elementary school Zainul Hasan Genggong. Digital storytelling is a proper media to be applied during the instructional process in

vocabulary class. It effectively could engage students' mastery of vocabulary in the term of spelling, pronunciation, words grammatical and the meaning of words. In addition, using digital storytelling is entertaining and interesting. It helps the students boost their learning motivation. It can be used as a media to boost and motivate the EFL young learners in learning English.

Suggestions

The suggestions were directed towards the English teacher, the students, and the other researchers. Those are elaborated as follows:

To the English teacher

The teacher should use digital storytelling media and the similar not only to the fifth grade students but also to the other grades as well, to help them in mastering vocabulary. Furthermore, as the result of digital storytelling implementation in teaching vocabulary, the English teacher is suggested to improve the implementation of this media in teaching the other skills of language such as speaking, listening, reading, and writing. The use of digital storytelling media is useful to attracts students' attention and interest in the teaching and learning process

To the students

The role of the researcher and teacher are not more than a model or controller for the students in the classroom; the students should be aware of their willingness to mastery vocabulary. Thus, the students should keep their motivation in practicing what they have learned during the implementation of digital storytelling in the classroom since it was useful to help students improving their spelling, pronunciation, and also the grammar of the words.

To the other researchers

This recent study focused on improving students' vocabulary mastery through the implementation of digital storytelling. The researcher expects that the findings of this research will be useful for other researchers in the future and for those who will conduct similar research well and accurately and enrich their knowledge related to the research study before conducting the research.

References

Burton, S.H. (1982). *Mastering English language*. London: The McMillian Press Ltd.

- Burns, A. (1999). Collaborative action research for English language teachers. Cambridge: Cambridge University Press.
- Cameron, L.,(2001). Teaching languages to young learners. Cambridge: Cambridge University Press
- Hanson, S.,& Padua, J.F.M. (2011). Teaching Vocabulary Explicitly. United State: Pasific Resources for Education and Learning
- Frazel, M. (2010). Digital Storytelling: Guide for Educators. Washington: International Society for technology in Education.
- Gairns, R.7 Redman, S. (1986). Working with words : A guide to teaching and learning vocabulary. Cambridge: Cambridge University Press.
- Thornbury, S. (2002). How to teach Vocablary. London: Longman
- Ohler, J.B. 92013). Digital storytelling in the classroom: new media pathways to literacy, learning, and creativity. USA: Corwin Sage Company.
- Mccarthy, M. (1990) Vocabulary. New York : Oxford University Press.