



## Improving Vocabulary Mastery Through Storytelling Methods Using Picture Story Books at TKIT Al-Jabar Bekasi

\* Rayhan Saputra<sup>1</sup>, Lia Kurniawaty<sup>1</sup>, Wening Rahayu<sup>1</sup>

<sup>1</sup>Universitas Panca Sakti Bekasi, Indonesia

 [rayhansa2005@gmail.com](mailto:rayhansa2005@gmail.com)

### Abstract

This research was motivated by the low vocabulary mastery of group B1 children at TKIT Al-Jabar Bekasi. The purpose of this study was to improve children's vocabulary skills through the storytelling method using picture storybooks. This study employed Classroom Action Research (CAR) conducted in two cycles, each consisting of four stages: planning, implementation, observation, and reflection. The research subjects were 12 children in group B1. Data were collected through observation, interviews, and documentation, and analyzed using descriptive quantitative and qualitative approaches. The results showed a significant improvement in children's vocabulary skills, from 25.60% in the pre-cycle to 65.00% in cycle I, and reaching 95.83% in cycle II. Thus, the research success indicator of 70% was achieved. The study concludes that the storytelling method using picture storybooks is effective in enhancing the vocabulary mastery of early childhood learners.

**Keywords:** *Vocabulary, Storytelling Method, Picture Storybook*

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### INTRODUCTION

Mastery vocabulary is one of the very important aspect in education child age early. Because become foundation main in development language and cognitive child (Nur Tanfidiyah & Ferdian Utama, 2019). The vocabulary owned child not only functioning as tool for speaking, but also as means think, understand concept, as well as process the experiences they have get from environment around (Pertwi et al., 2021). Through mastery good vocabulary, child capable convey ideas, feelings, and needs in a way more clear and focused. This is help child in express self, submit questions, and participate active in activity learning. In addition, a rich vocabulary allows child understand instructions, stories, and information new with more easy, so support development ability literacy since early (Wijayanti, 2021). In the context social, mastery vocabulary play a role important in weave communication and interaction with other people, good with friend peers both children and adults (Main, 2017). Children who have adequate vocabulary tend more believe self in communicate, able work the same, and adjust self in environment social (Khadijah & Amelia, 2020). Therefore that, development vocabulary since age early need get attention serious through appropriate stimulation, such as activity telling stories, playing role-playing, singing, and meaningful verbal interactions. Vocabulary defined as set all the words that the person understands or all possible words will used by the person for compile

sentence new (Zahro, 2020). Related with vocabulary in children 's education age early, developed and used in method tell a story.

Storytelling method is activity said something information that contains about information, for example something incident fact or fairy tales, also messages Moral (Koprita, 2019). Storytelling viewed method effective For convey moral values, knowledge, and enrichment vocabulary child in a way pleasant (Rahayu Dwi Utami et al., 2020) . In addition to instilling attitude positive, success activity tell a story influenced by several factor important like clear communication to Friend peers (Watini & Efendy, 2018). Relevance topic story with The child's experiences and world are very determining level interest as well as understanding child to content story . Close topic with life daily will more easy understood and able fishing attention child optimally . The media used in storytelling also plays a role big in support success activities. Use of interesting media, such as book pictures, dolls, or tool visual aids, can help child visualize story so that the message conveyed become more meaningful (Sugiarto, 2021). In addition, teacher readiness, both in mastery materials, techniques delivery, as well as expression and intonation sound, very influential Power attraction and effectiveness telling stories. Conditions child moment activity ongoing No lost important For be noticed. Children who are in condition comfortable, healthy, and ready in a way emotional will more easy focused and engaged active in activity tell stories. Therefore that, teachers need create a conducive atmosphere for activities tell a story can walk effective and provide impact positive to development language and attitude child.

Lack of variations of learning media in general make the learning process not enough interesting for students, however with using learning media make learning more interesting and not monotonous (Kasanah, 2024). Instructional Media book story illustrated is book the story presented in form a book that combines pictures and writing integrated. Pictures in book story illustrated functioning as representation content interconnected stories related between pages, so that help child understand plot and meaning story visually. Besides pictures, books story pictures are also provided with functional writing explain as well as strengthen meaning from the image displayed. The combination between images and text the help children, in particular child age early, for more easy understand flow and content story. Through this combination of visual and verbal, children No only get greater understanding good, but also can enrich vocabulary, improve ability speaking, as well as grow interests and habits read since early . With thus, the book story illustrated become an effective learning medium For support development language, cognitive, and imagination children (Sinamo, 2023).

However, the results observation early at TKIT Al-Jabar Bekasi, showing that ability vocabulary child group B class B1 still classified as low. Children tend passive when requested answer question or tell return content story. Only part of it small capable children mention vocabulary new with right, while others look not enough focus when the teacher delivers story without visual media assistance. Conditions This show the need innovation in learning language in the classroom, especially through implementation method combined storytelling with book media story illustrated. It is hoped that the use of this strategy capable increase attention, motivation, and involvement child in activity storytelling at TKIT Al-Jabar Bekasi. Research This expected can give contribution real for development method learning language in education child age early, at the same time become solution practical in increase mastery vocabulary child through fun, interactive, and appropriate strategies with stage development they.

## **METHOD**

Study This use approach Study action Classroom action research (PTK) or Classroom action research. Research action class is something activity scientific activities carried out by teachers in the environment his class, which includes stages planning, implementation

actions, observations, and reflection on actions that have been given (Pahleviannur, 2022). Approach This chosen Because purpose mainly is repair practice classroom learning in a way direct and continuous. Relevant PTK used when there is problem real in the learning process that requires solution practical, measurable, and can applied by teachers in the classroom. The approach This in accordance with characteristics of PTK that aim repair practice learning in a way sustainable through evaluation and improvement on each cycle. Research was held at TKIT Al-Jabar Bekasi, Gang. Cece, RT.003/RW.003, Duren Jaya, East Bekasi District, Bekasi City, West Java, for 2 months, namely July to August 2025. Subject study consists of over 8 children Group B class B1 at TKIT Al-Jabar Bekasi. Determination subject done purposively, with consideration involvement direct child in the learning process language and availability of class teachers For support study.

Research model This combine between actions and observations, because second component the No can separated in implementation Classroom Action Research (CAR). Kemmis & McTaggart model implemented in One series learning consisting of on four stage, namely planning, implementation, observation, and reflection. At this stage planning, researcher compile design action, determine focus problem related low mastery vocabulary children, and prepare instrument observation For record data directly at TKIT Al-Jabar Bekasi. Next, at the next stage implementation done implementation method tell a story use book story illustrated, whereas stage observation done For observe the process of activities and developments vocabulary child. Stage final is reflection, namely analyze results implementation For know success and obstacles, as well as plan improvements to the cycle next. Research This implemented in two cycles, with each cycle consists of over two meetings (Putri et al., 2023).

## **RESULTS AND DISCUSSION**

Preliminary ( pre-cycle ) data regarding mastery vocabulary child Group B class B1 TKIT Al-Jabar Bekasi obtained through observation. Observation results show that the average achievement vocabulary child hany (Amalia, 2019) 25.60%, so part big child Still passive, only answer If guided by the teacher, and Not yet capable tell return content story with smooth. After done actions in cycle I through implementation method tell a story use book story illustrated, happened improvement achievements development child compared to condition beginning. Percentage achievements increase to 65.00%, which shows existence response positive to activity learning that is carried out . Children begin show interest to activity tell stories and appear more focus in follow channel stories told by the teacher. In cycle I, children Already start capable mention a number of vocabulary newly acquired from story. In addition, children also begin to brave answer question simple questions submitted by the teacher concerned content stories, such as characters, objects, or events that occur in story. This is show that use book story illustrated can help child in understand content story as well as enrich vocabulary owned.

Although Thus, the results obtained in cycle I are still Not yet reach indicator success that has been determined, namely by 70%. Some child Still seen passive and not yet fully believe self For disclose opinion or tell return content story . Therefore that, is necessary repair and strengthening of the cycle next to achieve development child can increase optimally according to with indicator expected success.

In cycle II, implementation learning experience a number of designed improvements based on results reflection on the cycle previously. Improvements the focused on efforts increase involvement active children and optimize development ability speaking, especially mastery vocabulary. The teacher begins use more variety of visual media diverse and interesting, such as book story illustrated with more illustrations clear, card images, and tool props supporters others. This media variation aim For interesting attention children and help they understand content story in a way more concrete. Apart from that, in cycle II the teacher provides more opportunities wide to child For tell return

content story with Language they alone . The child does not only requested answer question simple, but also inviting For disclose return channel their stories, characters, and events remember . Activities This push child For brave speaking, training ability compile sentences, and use vocabulary new that has been obtained during activity storytelling. Giving simple rewards is also implemented as form strengthening positive. Rewards are given in form compliments, stickers, or pat hand together with a purpose For increase motivation and confidence self children . Through strengthening this, child feel valued on the efforts they make do, so that more enthusiastic For participate active in activity learning.

Result of various repair the show very significant improvement. Achievement development children in cycle II reached 95.83%, far more tall compared to with cycle previously. The child was seen more believe self moment speaking in front of his friends, more active in respond teacher's questions, as well as show high enthusiasm during activity tell a story taking place. The child begins used to use vocabulary new in communication everyday in class. Some child even Already capable tell return content story in a way coherent and logical, with order clear event . This is show that use of varied visual media, opportunities talk more wide, and strengthening positive through simple rewards capable give effective impact to improvement ability speaking child age early.

With Thus, there are improvement significant from pre-cycle to cycle I and cycle II. This prove that method tell a story with book media story illustrated effective increase mastery vocabulary child age early.

**Table 1. Summary of Improvement Results Mastery Children's Vocabulary**

Stage	Average (%)	Information
Pre Cycle	25.60%	The child is still passive
Cycle I	65.00%	There is starting to be progress
Cycle II	95.83%	Very good, indicators achieved

Study This strengthen various study previously about development Language child age early . (Amalia, 2019) emphasized that method tell a story can increase development Language Because child involved active in listen and repeat vocabulary new . This is in line with (Fitriani, 2019) who found that implementation method tell a story capable expand skills speak child age early . In addition, ( Faizah, 2023) show that the book media story illustrated effective For add vocabulary children, whereas study (Salsabilla, 2024) emphasizes the importance of storytelling media as means development fun and interactive language . (Sinamo, 2023 ) also proves that activity read book story illustrated increase interest read and enrich vocabulary child age early .

Findings study This consistent with these results, but provides a new contribution in the context of TKIT Al-Jabar Bekasi, namely that the application of the storytelling method assisted by picture story books not only enriches vocabulary, but also increases children's confidence in using it actively.

**CONCLUSION**

Based on results study action class (PTK) that has implemented in two cycles at TKIT Al Jabar, can concluded that implementation activity tell a story use book story illustrated proven effective in increase ability vocabulary children 's activities storytelling supported by engaging visual media capable push child For involved in a way active in the learning process, especially in mastery vocabulary . Improvement ability vocabulary child seen from involvement active child in various activities, such as mention vocabulary new ones that

exist in story, interpret meaning vocabulary mentioned, as well as show return vocabulary that has been studied through picture or context story . Children also appear more brave communicate and demonstrate high enthusiasm during activity tell a story ongoing. Research results show existence significant improvement in each stages cycle. At this stage pre-cycle, ability vocabulary child Still classified as low with percentage achievements by 25.60%. After done actions in cycle I, achievements increase to 65.00%, which shows existence development although Not yet reach indicator success. Furthermore, in cycle II, after done various repair learning, ability vocabulary child increase in a way significant until reached 95.83%. With achievement percentage of 95.83% in cycle II, indicator success established research 70 % has been fulfilled . Therefore that, can concluded that activity tell a story use book story illustrated can made into as one of the alternative effective learning strategies For increase ability vocabulary child age early.

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