

Original Research Article

English Vocabulary Achievement Through Telling Stories Using Pictures in Islamic Elementary School

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ABSTRACT

This research focuses on English vocabulary achievement through telling stories using pictures. The general problem of this research is "How far is the English vocabulary achievement through telling stories using pictures of the fifth year student of MIMA KH Siddiq Jember?". In this research the quantitative data was analyzed by using descriptive statistics. Based on the description from data analysis, the result of students' English vocabulary achievement through telling stories was 76,6. After consulting to the table score classification levels, the score lied in the interval of 66 to 75. This meant that the English vocabulary achievement by telling stories using pictures of the fifth year students of MIMA KH Siddiq Jember is enough. Since, the result of this research was enough; it is possible supported by the student's activity in learning English, the teaching learning process and the school facilities.

Kata Kunci: *vocabulary; achievement; telling stories; picture*

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INTRODUCTION

English is regarded as local content course for Elementary School beginning from the fourth years since 1994. So, it needs interesting method in teaching learning process in order to make the students interested in English. The Elementary School students are still young to study English as a foreign language. Abe and Keiko (1969:115) state that young children studying English as a foreign language should be treated differently from teenagers and adults. So, from the statement above the teacher must know the differences and the general characteristics that are common to children, so that the effectiveness of learning will be achieved.

Furthermore, the material that consists of pictures, games, songs, stories and reading text must be of the student interest. The material for Elementary School should be accompanied by interesting media like puppets, pictures, charts, etc. Experiences as goals in language may be inferred from the natural activities of children and from practices in other areas of the

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curriculum that real language experiences-conversation, telling stories, dramatization letter writing, reports should receive primary emphasis in language instruction (Willard F, 1969:25).

Stories are motivating, rich in language experience and inexpensive (Adrew, 1995:6). Children do not pay attention much more on language rules and systems (Brown, 1987:53). It means that children will not pay attention if teacher.

Teaches language by giving some rules without any other interesting methods, such as games and telling stories. It is supported by Magdalena (1996:6) who states that teaching English for children is more effective by telling stories than teaching them by memorizing vocabulary and tenses, because telling stories are more interesting for the children. Then Magdalena (1996:9) says that telling stories make students free from fear because students enjoy the story very much.

According to Hornby (1966: 236), he states that vocabulary is total number of words which make up a language. Besides that, Webster's (1981:2560) argues that vocabulary is defined as a list or collection of words or words and phrases, alphabetically arranged and explained or defined. In addition, according to Oxford Advance dictionary, vocabulary is a total number of words that build up a language 1990:1425).

William (1970:132) divided vocabulary into two parts: large vocabulary and small vocabulary. Large vocabulary is used in large quantity that includes all noun, adjective, verbs and adverbs. Then, the small vocabulary is vocabulary has been stored for the later used in small quantity or in small number. It includes preposition, pronoun, conjunction, article and interjection.

What is meant by vocabulary in this research is the total number of words an individual knows related to noun, adjective and preposition. So, if it is related to William nouns and adjectives are large vocabulary, and preposition is small vocabulary. Vocabulary has an important role in language teaching. If the students master enough vocabulary it will be easy for them understand English, and to get the ideas quickly as they hear the spoken language. Tarigan (1984:20) said that the quality of one's language skills depends on the quality and quantity of his vocabulary. In elementary School, students hopefully master about 500 words (GBPP1994:1) So, in learning English as a foreign language, firstly, the learner should master the sound system the basic structure, the pattern and limited number of vocabulary, Accordingly, vocabulary has a big role to support a learner in learning English as a foreign language, especially in Elementary School. In relation to the idea, Napa (1991:6) says that

vocabulary is one component of language that no languages without word it mean that every language must be have the vocabulary

According to Heaton (1978:107) vocabulary achievement is any result of what has been taught and learnt by individual or a class in relation to vocabulary subject dealing with achievement, Heaton defines the term achievement as any result of what has been taught and learnt. Then Webster's dictionary (1981:16) states that achievement is performance by a student in a "course or quality and quantity of students' work during a given period.

In addition Dale (1971:37) states that children learn their first several end words from parents, older, playmates, television, radio and on the playground Second, they experience from what they said things, they drank things. it is clear that vocabulary will grow and achieve if children are listening words from the old, in this term teacher is an older who guides them. Vocabulary achievement by telling stories using pictures are suitable, because the teacher tell a story means he guides the students. Moreover, Fisher and Terry (1977:93) states to by understanding the concept of associated with a word; we understand the craning of the word.

Tarigan (1984:6) notes that there are two ways of learning vocabulary, they are: (1) Listening, that can be used for learning vocabulary. By listening to a conversation of other people, a language listener can learn words which are used in their utterances Based on the statement, telling story is one of the listening activities. The student listens what the teacher tell, moreover, the teacher uses utterances. As a sequence, from what they hear they will have new vocabulary and (2) Experience, refers to the students themselves have ever got an experience on it, it means thing which refers to its vocabulary. They ever tell the things whether are real or abstract things. For example, love (abstract thing), book (real thing which). Thing's which can be included in part of experiences are whet they ever eat, touch, smell, drink From telling story, moreover, with pictures the students can listen and touch what they see.

Longmans (1958:148) states that the theory must tell of action and adventure. Children are interested in what people do, not in what people think. Word pictures must be clear and vivid. Interested in what people do means they see the expression of people, telling stoles that is done by teacher means the student see the expression of teacher when it is told by miming or gestures. This its also supported by whitehead (1968:107) who said that young children need ties bat are short and to the point The story includes familiar things, animals, children, homes etc. Then the fourth grades up to six are interested in adventure and invention, mysteries, Herotales, and stories (Temple, 1984:66).

In addition, Hatchett (1956:184) states that in some instances, particularly for young children she imitates of sounds of animals or noises of the outside words. she live the story, create suspense and watches the reaction of her listener. Then, Pilon (1978:10) argues that everyone loves to hear a story - children most of all. It is clear that all people like story, especially for children. Consequently it will be useful if !he story is given in Elementary School.

As a teacher you are in an position to satisfy your pupil's appetite for stories. A fixed story telling time is a popular feature is many elementary classrooms (Pilon, 1978:10) It is better if the teacher has a certain time or schedule in teaching vocabulary by telling story. So, telling story is not strange anymore for students.

According to Ellis and Brewster, (1991:1) children enjoy the stories over and over again, they never become bored to listen the story. Therefore, in conducting a vocabulary class they will not be afraid, as people commonly say that English is a frightening subject. There are some techniques that can be used in Elementary School such as songs, games, conversations and telling stories (Patrica, 1998:55). Therefore telling story is a good technique, because by telling story the students will have more attention and more become active. As a result, the teaching process will be more lively.

A teacher must select the story which is suitable for the grade. Williard (1969:215) states that the story selection should be suitable for the grade in consent and have some of the following characteristics such as; familiarity, clear natural sequence, repetition, simple plot and few characters. A story can bring the student to the fantasy world, since they can create their thinking.

Zero and Salaberri (1995:2) notes that telling story is useful in linguistics terms based on several reasons; (1) The development of listening skills. Possibly the most of these skills is listening for gist that involves listening for the main idea or plot without necessarily understanding everything. Other skills such as listening for specific information can also be developed through stories, (2) The acquisition of new vocabulary. Most of the in stories is perfectly contextualized and it is usually repeated more than once, so that the listener has more than one opportunity to understand the meaning, (3) The communicative exchange involved in stories. Telling story is an activity which requires a certain level of interaction, between the story teller and the audience and between the individual listeners. The story teller can obtain the collaboration of the audience at several points during the story, and (4) Motivation. If the

story is interesting enough and it told in an appealing way, children normally will pay attention until the end nowadays, motivation in general anything to do with factor which effect the emotions are considered crucial in all learning process.

Based on the ideas above, telling story will give certain language items, such as listening, vocabulary and speaking. In listening then students listen to the story told by the teacher as a story teller. Then, telling story gives the students vocabulary which means that in telling story there are many words presented contextually, and it is usually repeated more than once. In speaking, when the teachers tell the story, the teacher also asks the students about the story such as what will happen next from this activity the students will give their ideas.

Edit (1965:94) states that the pictures accompanying story convey more about the characters than may appear at first glance. It means that pictures can help the students about the theory, in order to make it clear. In addition Richard (1953:150) notes that cartoon without conversation but with sequence of action can also be used to build up new vocabulary as well as review the old in a natural way.

According to Gillet (1984:68) wordless picture books are an excellent telling story vehicle. These books contain only pictures and no written text, or in some case a very limited text. Wordless book can give information interestingly. Since Elementary School students can be regarded as young students, therefore, using pictures in telling story is a good decision for teaching vocabulary.

Fisher and Terry (1977:162) states that telling story is one of the few kinds of talk down by the teacher that offer experiences with rich, complex and vivid language. This is especially important in developing complexity of language and acquiring a wide vocabulary. It means that by telling stories the students vocabulary achievement will grow.

METHOD

Formulating the research problem is very important to focus on the specific problem to avoid the broad problem. Arikunto (1993:17) states that in order that the research can be conducted well, the researcher has to formulate the problem clearly. It will make the researcher know how to start, to carry out and to select what instrument will be used. Based on the research background, the research problem can be formulated as follows:

The general problem can be stated as follow: "How far is the vocabulary achievement by telling stories using pictures of the fifth year students of MIMA KH. Shiddiq Jember?" In order to be able to solve the general problem easily, it is justified into three specific problems: (1)

"How far is the vocabulary achievement of noun by telling stories using pictures of the fifth year students of MIMA KH. Shiddiq Jember?", (2) "How far is the vocabulary achievement of adjective by telling stories using pictures of the fifth year students of MIMA KH Shiddiq Jember?", and (3) "How far is the vocabulary achievement of preposition by telling stories using pictures of the fish year students of MIMA KH Shiddiq Jember?"

In relation to the idea above, this study used descriptive design, because the research only describes everything occurring in real condition. According to Arikunto (1993:291) the characteristics of descriptive are 1). It does not need an administration of controlling the treatment, 2). It does not require the hypothesis, but it describes everything that occurred in real condition, and 3). The researcher works objectively and systematically for describing the content of the problem. Dealing with the research design, the research procedures are: 1). Choosing the problem, 2). Getting the problem, 3). Deciding variable, 4). Deciding data resources, 5). Composing instrument, 6). Collecting data, 7). Analyzing data, and 3). Making a conclusion. Based on the idea, this research uses descriptive design because the research objective is to know how far is the English vocabulary achievement by telling stories using pictures.

Data collection Method

Data collection method is a systematic and standard procedure of getting the data needed. It is closely related to the problem that will give direction and influence to the data collection method (Moh. Natsir, 1988:211). Arikunto (1993: 123) defines that there are six kinds of collecting data methods, they are : test, questionnaire, interview, observation, rating scale and documentation. In this research, the data collection methods used are : test, interview, observation and documentation.

Test

In this research, the test is used to get primary data about the students' achievement in vocabulary by telling stories using pictures. Arikunto (1993:123) states that test is a series of questions, exercises or instruments used to measure the skills, knowledge, intelligence, and the talent of an individual or group. Heaton (1976:81) divides the test into five groups, they are as; (1) Progress test it sees the progress which the students have been made in mastering the material taught in the classroom, (2) Achievement test: is generally used to refer to more formal test which has been made in mastery of particular syllabus. This test is similar to progress test in the sense that they are generally based on syllabus and measuring what have been taught,

(3) Proficiency test: it measures students' achievement in relation to specific task which they will be required to perform. It rarely takes into account any syllabus which students has followed, since they are concerned with future performance rather than past achievement, (4) Aptitude test it measures the student's probable performance in learning foreign language, showing whether the student has any special aptitude for learning anew language, and (5) Diagnostic test: it is primarily designed to asses the students' knowledge and skill in particular areas before a course of study is begun.

In relation to this research, achievement test is used. This is because this research wants to measure the students' English vocabulary achievement by telling stories using pictures. Furthermore, a good test must fulfill some requirement According to Sudjana (1990:135) a good test functioning as a research instrument must be valid and reliable. The valid test measures what must be measured. Reliable means the instrument can give consistent results. In other words it is believe able for getting the data.

Moreover, Thoha (1990:50) notes that there are three kinds of validity; (1) Construct validity: all the item test are constructed based on all the aspect of thinking that are mentioned in the specific objective, (2) content validity : Whether or not the test items describe the content of syllabus that should be measured, and (3) Criterion validity : there I a certain criteria to know the test is valid or not

Related to the idea, this research regards content validity because the material of the test items are based on the syllabus. Moreover the test is used for getting the primary data, students' English vocabulary achievement by telling stories using pictures. The test was considered to have content validity because the test covers the materials stated in the syllabus. Moreover, Joni (1986:38) states that when the test is valid, so it must be reliable. On the other hand, when the test is reliable, it is not always valid. Therefore, it is clear that the test is valid and must be reliable.

In addition, there are two sets of test, Test I and Test II Each test consist of thirty items: ten items for adjective, other ten are for preposition and the rest are for noun. The students are asked to do the test within forty minutes. The test is divided into two parts: I and II. Test I weighs of 4,3,3 for adjective, noun and preposition respectively. However, Test II applied weight of 4,3,3 for preposition, noun and adjective. Therefore, the maximum score was 100.

Interview

Interview used to support the primary data. This method refers to the way of collecting data by holding communication with the informants. Arikunto (1993:126) defines the interview as a dialogue held by the interviewer for getting information from the interviewee. Further, Arikunto (1993:126) divides interview into three kinds; (1) Unguided interview: The interviewer does not use a set of question. It means there is no set of question like The interviewer asked everything as long as they were relevant to the data that was obtained, (2) Guided In: The interviewer should prepare a set of systematic question to do the interview, and (3) Free guided interview: It is the combination between the graded and unguided interview. It means that the interviewer makes a list of questions, such as the English teacher's background, from how long he has been teaching English, the teacher's identity and so on. All these questions are presented in the form of list then; he may be asked everything that is relevant to the research, such as the method of teaching.

In this research, a free guided interview is chosen in order that the data gained is control able and not too broad. This kind of interview was used to gain the data of the students' activity in learning English, whether or not the students take an English course, and the method in teaching Naming process. The persons who become informants were the English teachers.

Observation

Observation refers to an activity to observe and write down a systematically about the system being investigated (Hadi, 1989:137). Moreover, Surahmad (1992:128) defines observation as a direct way to recognize the important events or phenomena in a research. In relation to the idea, the observation method is used to obtain the data. It observes the teaching learning process in the classroom, the teaching learning process procedure.

Documentation

In this research, the data obtained by documentary sources are about the list of the fifth year students of MIMA KH. Shiddiq Jember, because they are the research's respondent and to know the total number of the respondent. Then, the school facilities.

Data Analysis Method

One of the important steps in the research activity is data analysis. All (1987:83) states that the purpose of data analysis is to present the obtained data to be analyzed and interpreted to the meaningful information. In addition Ali (1987:84) notes that there are two ways of analyzing data; they are qualitative and quantitative methods. The qualitative analyzed by a

process of transmission which is called content analysis". The content analysis is a procedure to categorize verbal data, for classification, recapitulation and tabulation. The quantitative technique or statistical technique deals the quantitative data in form of members.

In this research the quantitative data is analyzed by using descriptive statistics telling stories using pictures. The formula of descriptive statistic is as follow;

$$E = n/N \times 100\%$$

Notes :

- E = The percentage of the correct answers
- n = Total correct answers
- N = Total score

(Adapted from Ali 1987:84).

The steps in analyzing the data are; identifying the raw data from the respondents, classifying both the right and the false answers, finding out the score in percentage of each indicator, finding out the average of each indicator, and find out the score of vocabulary achievement.

Figure 1. The Classification of Score Level

No	Interval score	Interpretation
1	>+2 SD	Very good
2	+ 1SD-+2 SD	Good
3	O SD-+2 SD	Enough
4	-1SD- -2 SD	Bad
5	<-2 SD	Very bad

(Adapted From Arikunto, 1993:311)

RESULTS AND DISCUSSION

Based on the result of interview conducted between researcher and English teacher, the students activity in learning English showed that the student's activity in learning English was listening and paying attention on the text read by the teacher. Then, they all together read the text individually and if they found unknown words, they could ask to the teacher. They paid attention to the teacher's explanation and made a note. Then they did the tasks presented in the

book. Sometimes they did the tasks that were not stated in their book in written or oral questions.

The method was used in teaching-learning process was combination between lecturing, question-answer and drilling. Sometimes, the teacher taught English through card and games, however the teacher never teaches English by telling stories. Furthermore, the students take English course to the English teacher, so most of the students have the same knowledge of English. The teacher gives the materials from the English book for Elementary Schools.

While in teaching-learning process the teacher followed the materials presented in the text book, for example, there is a reading, the first step was the teacher read it loudly and the students paid attention. Then, the teacher asked some of the students to read loudly. Moreover, the teacher explained around pronunciation, vocabulary and grammar. Furthermore, the teacher gave chance to the students to do the tasks, then discuss together. Finally, the teacher made a conclusion of the materials gave on the blackboard and gave a home work to the students.

In teaching-learning process procedures, the teacher prepared the materials. Then presented the materials in the class, before that the teacher asked about the previous materials. In addition, the teacher asked the students to read the text after giving example how to read it. For evaluation the teaching learning process, the teacher did it orally and written. Finally, the teacher concluded the materials and made a note for the students.

The primary data were obtained from the English achievement test result. The test cover the material of Noun, Adjective and Preposition. Before giving the test to the respondents, the researcher consulted the test to the school English teacher, to know whether the test was too difficult or not.

There were two sets of test, test I and II. Each test had thirty items, ten items for adjectives, another ten for prepositions and the rest for noun. The students were asked to do the tests within forty minutes. The test was divided into two parts: I and II. Test I had weight of 4,3,3 for Adjective, Noun and Preposition respectively. However, test II applied weight of 4,3,3 for Preposition, Noun and Adjective. Therefore, the maximum score was 100.

In analyzing the data, the researcher calculated the score of adjective, noun and preposition. After calculating the scores, the researcher took the average score of adjective, noun and preposition of test I and II. Then the researcher consulted the students' average score of each indicators of English vocabulary to the table of score classification levels.

From the calculating of the English vocabulary average score, it can be seen that the mean of noun was 74,16. If it was consulate to the score table classification levels, the score lied in the interval of 66 to 75. It showed that the interpretation level of this research dealing with noun was enough. Then, the mean of adjective was 70,5. If it was consulted to the score table classification levels, the score lied in the interval of 66 to 75. And it showed that the interpretation levels of this research concerning with the adjective was enough. Furthermore, average score of preposition was 75,6. After consulting to the table score classification levels the score lied in the interval of 76 to 85 of this research dealing with the preposition was good

In addition, the average score of all indicators (noun, adjective and preposition) or English vocabulary was 73,4. If it was consulted to the table score classification levels, the scores lied in the interval of 66 to 75. It showed that the interpretation level of all indicators of this research was enough.

From the result of calculation of students' scores of English Vocabulary Achievement either the total scores or the scores of each indicator, it showed that the English vocabulary achievement by telling stories using pictures was enough. This meant that the English vocabulary achievement by telling stories using pictures of the fifth year students of MIMA KH Shiddiq Jember was enough.

The detail information of the result data analysis can be seen in summary table below:

Figure 2. Summary table

No.	Interval score	Interpretation	Frequency	%	Ranking
1.	> 84,5	Very good	1	5	4
2.	77,4-84,5	Good	4	10	2
3.	70,3-77,4	Enough	12	60	1
4.	63,1 -70,3	Bad	2	15	3
5.	<56	Very bad	1	10	4
Total			20	100	

CONCLUSION

Based on the results of the data analysis, the description of the students' English vocabulary achievement by telling stories using pictures can be determined as follow; The result of English vocabulary achievement by telling stories was 75,6. After consulting to the table score classification levels, the scores lied in the interval of 66 to 75. This meant that the English vocabulary achievement by telling stories using pictures of the fifth year students of MIMA KH Shiddiq Jember in 2015/2016 academic year is enough. Since, the result of this research was enough, it is possible supported by the students' activity in learning English, the teaching learning process and the school facilities.

In terms of separated vocabulary achievement of noun, adjective and preposition. Noun and adjective achievement had enough result, even though preposition had good result. This finding may be affected by the frequency of teaching vocabulary on noun. Adjective and preposition. In addition this finding supported by Fisher and Terry (1977:162) who state that telling story is one of the few kinds of talk done by the teacher that offer experiences with rich, complex and vivid language. This is especially important in developing complexity of language and acquiring a wide vocabulary. It is clear that by telling stories the children's vocabulary will grow, because they will get new vocabulary from the story.

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