e-ISSN: 2723-1623
p-ISSN: 2723-1615

ELLITE

Journal of Education, Linguistics, Literature and Language Teaching

MULTIMEDIA-BASED MONKEY STORIES IN TEACHING VOCABULARY

Eka Laila Sari[1]

[1]*Universitas Samudra, Langsa, Aceh, Indonesia*
Corresponding author's email: ekalailasari00@gmail.com

Abstract

This study aims to determine the influence of the implementation of Multimedia-Based Monkey Stories on students' vocabulary and to prove the effectiveness of Multimedia-Based Monkey Stories in students' learning in class IV at SD Negeri 1 Langsa. This research used pre experimental with one group pretest posttest design. The population consisted of all fourth-grade students at SD Negeri 1 Langsa, and the sample was class IV B, consisting of 15 students. The instruments used to collect data in this research were a pretest and a post-test. As the research results, the average pretest score was 58, and after treatment the average post-test score increased to 88.67. This showed that there was a significant increase in students' vocabulary using a multimedia-based monkey stories application. Therefore, it can be concluded that this application is effective in improving students' learning, especially in vocabulary activities, for students in class IV at SD Negeri 1 Langsa.

Keywords: *Application of multimedia-based monkey stories, vocabulary*

INTRODUCTION

English is a universal language used as a first language by many countries worldwide. Apart from that, English is an international language that is important to master. In several countries, especially former British colonies, English is a second language that must be mastered after their mother tongue (Ambursley, 2006). Even though English is a foreign language in Indonesia, it plays an important role in people's lives. This can be seen in Indonesia's education system. English is one of the subjects taught at the elementary, secondary, and tertiary levels. The Indonesian government introduced English as early as possible to elementary school (SD) or Madrasah Ibtidaiyah (MI) students through the 1994 Basic Education curriculum. Since the implementation of this curriculum, the English subject has been a local content lesson taught from grade IV (four) onward in elementary school (SD/MI). This also emerged as one of the key reasons for developing the 2013 Curriculum, since English is essential for international communication. Based on Cyrilla et al. (2025), in this era of globalization, English plays a highly important role in international business, education, technology, culture, and interaction.

In Indonesia, English is also difficult to learn because of the diversity and culture of the first language (mother tongue). In general, children tend to follow their mother tongue spoken in their daily lives. This makes it difficult for students to understand and learn the language

themselves, apart from using their mother tongue in their daily lives they are also required to master English in their education. Naisbitt (1991) in his book Global Paradox, paradoxes will occur in various components of life, including language. English for example, even though the number of users as a second language increases, the people of a country will also be stronger in maintaining their mother tongue. Therefore, in providing understanding to children regarding foreign language mastery it must be done as often as possible to broaden the child's insight and be responsive in acquiring new vocabulary and not forgetting to continue to use the mother tongue to maintain the local language. According to Mabruri (2021), a UNESCO study, the introduction of letters, numbers, and every day or environmental concepts should be given in the mother tongue that children know. This method can help children quickly understand the foreign language given by their mother.

As a foreign language, English must be learned from an early age. Scott (2006: 1) states that children need to play with language, try it, test it, receive feedback, and try again. This means that children can easily absorb the language they get from the people around them. Basically, children like new things that often happen in their daily lives, especially in the spoken language. They will find new vocabulary that is interesting and easy for children to remember and learn. For this reason, parents or those closest to them must provide new vocabulary every day to add to the vocabulary they already have. So to master a foreign language, children must practice and practice to be fluent in the foreign language.

El Koumy (2004:40) said that Vocabulary is the number of words that can be learned in a limited time. Starting to learn vocabulary means understanding the basics in English. Vocabulary is also an important component in English to be able to communicate fluently. If every day children are given common vocabulary and the basics in English, they can master English easily and quickly (Otoluwa et al., (2022). This can be assisted by good and correct language speakers, so that the child's pronunciation is according to the expected target.

Learning that only provides material makes students bored and feel lazy to learn. In this case the role of the teacher is very important to change the style of teaching. The use of multimedia applications can help improve students' basic understanding, more specifically cool and fun English vocabulary. According to Klentien & Kamnungwut, (2014) Electronic learning can also respond to students' desires to learn and increase learning satisfaction.

In learning English at "Sekolah Penggerak" such as SD Negeri 1 Langsa, the students are still cannot master English and as expected. The students are still in the beginning level so that they have to learn to understand and remember vocabulary in very basic English. Based on an interview with one of the English teachers at SD Negeri 1 Langsa, some of the students even took English tutoring outside the school in order to catch up and gain knowledge of English subject. Thus, to overcome these problems, the researcher wants to implement the monkey stories application learning media to increase their vocabulary in learning English.

METHODS

Research Design

The design used by the researcher is pre-experimental pretest-posttest design . According to Creswell (1994) Quantitative research is methods to test certain theories by examining the relationship between variables. Usually, these variables are measured with research instruments so that data consisting of numbers can be analyzed based on statistical procedures.

Priyono (2008) Quantitative research is a systematic scientific study of the parts and phenomena and their relationships. The purpose of quantitative research is to develop and use mathematical models, theories and/or hypotheses related to natural phenomena. The measurement process is a crucial part of quantitative research. This provides an overview or

e-ISSN: 2723-1623
p-ISSN: 2723-1615

answer to the fundamental relationship of quantitative relationships.

Pretest and post-test

This study uses instruments with one group pretest posttest to collect data. There are three steps contained in the one group pretest post-test namely: giving a pretest to measure the dependent variable, giving experimental treatment X to the subject and giving a post-test to measure the dependent variable again. This study uses quantitative research. The use of this research form to produce numerical data to answer hypotheses or predetermined questions. This method is chosen since the researcher used statistical data to collect data. The researcher gave a pretest, treatment and post-test to find out the significance before and after using the multimedia-based monkey stories application in teaching vocabulary.

Most of them learn vocabulary through reading or writing. If children get used to reading and writing, they will get it vocabulary which will improve their skills in learning English itself. According to Brown (2004) the main techniques used to assess vocabulary are (a) defining and (b) using the word in a sentence. During the pretest students will be given 5-10 vocabulary words and their meanings for each meeting, which later students will be able to explain and use the vocabulary in sentences. They will also answer the question of using which blank place in sentences and through pictures from the Monkey stories app itself. To measure students' vocabulary skills, researchers use assessment rubric as follows:

No.	Rated aspect	Indicator	Perfect	Not perfect
1.	Explain vocabulary	Students are able to interpret vocabulary correctly	40	30
2.	Using deep vocabulary sentence	Students are able to use vocabulary in sentences properly and correctly	40	30
3.	Writing vocabulary	Students are able to write vocabulary properly and correctly	20	10

Brown (2004) The main techniques used to assess vocabulary

Score maximum : 100
Score 90 - 100 : A
Score 80 -89 : B
Score 65 - 79 : C
Score 0 - 64 : D

The research pattern of the one group pretest-posttest design method according to Sugiyono (2013: 75) is as follows:

O1XO2

O1 = pretest value (before treatment)
X = treatment
O2 = post-test value (after treatment)

e-ISSN: 2723-1623
p-ISSN: 2723-1615

ELLITE

Journal of Education, Linguistics, Literature and Language Teaching

FINDING AND DISCUSSIONS

In this section the researcher will explain the results of the research that has been carried out using the multimedia-based monkey stories application in teaching vocabulary. Researchers have conducted research at SD Negeri 1 Langsa using a quantitative pre-experimental design method. The subject used was class IV B with a total of 15 students. To obtain student data, the researcher applied a pretest and post-test to students, in which the test was given 2 times, namely before and after using the monkey stories application. The researcher gave the test for the first time to students before the researcher gave treatment, after that the researcher gave treatment to students three times. The students used the monkey stories application to find out the post-test scores.

After the data was obtained, the researcher analyzed the data one by one starting from the pretest and post-test values. Based on the results of the data analysis, the students' pretest scores were lower than the post-test scores. The lowest pretest score is 40 and the highest is 80 with a total score of 870 with an average (mean) of 58. While the highest post-test score is 100 and the lowest is 70 with a total score of 1330 with an average (mean) 88.6666.

Results of pretest and post-test analysis

Test	N	Minimum	Maximum	Sum	Rate-rate	Gain
Pretest	15	40	80	870	58	30,67
Post-test	15	70	100	1330	88,67	

According to statistical data analysis, the average pretest score was 58. After the researchers gave the treatment, the post-test score showed a significant average of 88.67 with a gain of 30.67. Based on the results of the data analysis above, it can be seen that there are significant differences in the results before and after using the multimedia-based monkey stories application in increasing vocabulary in learning. To see the t-table values based on degrees of freedom where the magnitude of N-1 is 15-1=14.

Frequency Distribution of Students' Pretest Scores

Interval Class	**Frequency**	**Percent**
10-50	7	46,67 %
60-100	8	53,33 %
Total	15	100 %

The table above shows table the most dominant distribution for vocabulary scores in this study was 53.33% with a score of 60-100 and a score of 10-50 only 46.67%. The percentage results show that students' ability to master vocabulary is still low. Based on the results of the student pretest above, it can be shown in the following table:

e-ISSN: 2723-1623
p-ISSN: 2723-1615

Percentage Pretest

Aspect	**Pretest Percentage**	
	Perfect	**Not perfect**
Students interpret properly and correctly	**40**	**30**
	0	15
Students are able to use vocabulary in making sentences properly and correctly	**40**	**30**
	2	13
Students are able to write vocabulary properly and correctly	**20**	**10**
	5	10

On Table above it can be concluded that students' understanding of vocabulary is still low, this can be seen in the assessment above. From the results of the pretest there were only a few students who got sufficient KKM scores. In the pretest that has been done valued the highest only 80 was obtained and the lowest was 40. Based on the results of the pretest scores, the researcher found that the vocabulary that mastered is still low, so researchers try to use multimedia-based monkey stories applications to increase their vocabulary in the learning process.

Frequency Distribution of Students' Post-Test Scores

Interval Class	**Frequency**	**Percent**
10-50		0 %
60-100	15	100 %
Total	15	100 %

The table above shows an increasing frequency distribution of post-test scores vocabulary on students. There were 11 students who scored 90-100, not only that there was a decrease in the percentage value of students who scored 10-50 before treatment there were 7 students who got that score. So it can be concluded that the percentage of post-test results showed significant results to students' ability to increase vocabulary. Based on the results of the students' post-test scores above, it can be explained in the table below.

Post-Test Percentage

	Post-Test Percentage

e-ISSN: 2723-1623
p-ISSN: 2723-1615

Aspect	**Perfect**	**Not perfect**
Students interpret properly and correctly	**40**	**30**
	5	10
Students are able to use vocabulary in making sentences properly and correctly	**40**	**30**
	9	6
Students are able to write vocabulary properly and correctly	**20**	**10**
	14	1

The data shows that most of them get better scores after treatment. This shows that the value of the post-test on the data is higher than the pretest. It can be seen in the table that the imperfect score is reduced. And most of the students get perfect grades.

Discussion

This study examines learning in English about increasing student vocabulary by using multimedia-based monkey stories applications in teaching English. There are 3 aspects that are assessed from the vocabulary itself, such as students being able to interpret properly and correctly, students being able to use vocabulary in making sentences properly and correctly, and students being able to write vocabulary properly and correctly. Based on the assessment of the rubric adapted from Brown (2004). Based on the results of the pretest, researchers can find problems that occur with students in mastering vocabulary. This is due to the lack of students in learning vocabulary in English lessons. On the other hand, vocabulary has been recognized as the biggest source of problems for L2 learners (Meara, 1980) in Alqahtani, M. (2015). This statement may reflect that vocabulary is considered as a cause of difficulty by students. There are several reasons behind the low understanding of students in mastering vocabulary. 1.) Lack of students' knowledge of vocabulary. 2.) Do not use media in learning. 3.) Selection of appropriate learning methods. 4.) Presentation of boring material.

After the pretest was completed, the researcher gave treatment to the research sample. First, the researcher explains what countable and uncountable nouns are. After that, the researcher uses the monkey stories application to be linked to the material presented. The researcher conducted treatment in 3 meetings with students. After giving the treatment, the researcher conducted a post-test to see the differences in the scores obtained by the students before the treatment. And the final results of the post-test, student scores have increased.

On the other hand, based on the post-test results, the researcher found different results from the pretest, in which the post-test results showed an increase in students' mastery of vocabulary, make sentences, and write vocabulary. First, when deciphering, it was found that most of the students were able to translate correctly. Thus there is a significant influence in increasing vocabulary. This result is in line with Syahria & Azzaria (2023), Multimedia-Based Monkey Stories allows students to find new vocabularies and helps the memorize it. Furthermore, students are able to compose sentences using the right vocabularies. Moreover, the students were able to write the spelling of vocabulary given correctly, which at first they

were still lacking in writing the given vocabulary.

CONCLUSION

This study aims to find the effectiveness of using a multimedia-based monkey stories application in teaching vocabulary for fourth grade students at SD Negeri 1 Langsa. The the results shows that using multimedia-based monkey stories application in teaching vocabulary has a major impact on student vocabulary. It is proven by the pretest and post-test score. The pretest score average was 58. After treatment, the post-test average score increased significantly, increasing from 58 to 88.67. Multimedia-Based Monkey Stories gives students exposure to new vocabularies from a huge amount of interesting stories which can be accessed easily. The new vocabularies can be memorized by the students since it was given through a fun and interesting audio and visual. This shows that using a multimedia-based monkey stories application in teaching vocabulary has a strong influence on students' vocabulary skills class IV SD Negeri 1 Langsa.

This study has several limitations in terms of the number of participant and comparison with other teaching Multimedia-Based. This study only included small number of participants from one class, indicating that this may not fully represents all students. Moreover, this study only focuses on the use of Multimedia-Based Monkey Stories. There is no comparison with other multimedia-based storytelling application, indicating that other factors may affect students' vocabulary improvement. Therefore, future researchers are suggested to conduct similar studies in larger and more diverse participants and compare the Multimedia-Based Monkey Stories with other storytelling technique to find out which technique is more effective to improve vocabulary acquisition. The teachers are suggested to use Multimedia-Based Monkey Stories in the class to support students' vocabulary acquisition and help students understand the material. For students, to increase vocabulary, students should be more active in the classroom and learning from Monkey Stories to acquire more vocabularies.

REFERENCES

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International journal of teaching and education*, *3*(3), 21-34.

Ambursley, U. (2006). *English and other languages: An attitude study among upper secondary school students* (Bachelor thesis, Lulea university of technology). https://www.diva-portal.org/smash/get/diva2:1025131/FULLTEXT01.pdf

Brown, H. Douglas (2004).Language assessment: principles and classroom practices / H. Douglas Brown

Brown, H.D. (2004). *Teaching by Principles*. 2nd. Englewood Cliff, N.J.: Prentice Hall

Creswell, J. W. (1994). Research design: Qualitative and quantitative approaches. Thousand Oaks, CA: Sage.

Cyrilla, N. I., Ningtyas, N. H., & Nafia, N. A. (2025). English as a global language: Its influence on technology and culture. *Proceedings of international conference on islamic civilization and humanities*, 3, 845-846

El-Koumy, Abdel S. A. K. (2004). Teaching and Learning English as a Foreign 11 Language: A Comprehensive Approach. *USA: Educational Resources Information Center (ERIC).*

Klentien, U. & Kamnungwut, W. (2014). The impact of using electronic media in English teaching for elementary and secondary students in Thailand. *International Journal of Information and Education Technology*, Vol. 5, No. 8. 582 – 586.

Mabruri, Z. K. (2021). Pengelolaan Bahasa Untuk Pembelajaran di

Indonesia. *NATURALISTIC: Jurnal Kajian Penelitian Pendidikan dan Pembelajaran*, *6*(1), 1078-1085.

Meara, P. (1980). Vocabulary acquisition: A neglected aspect of language learning. *Language Teaching and Linguistics Abstracts*, 13, 221-246.

Naisbitt, J. 1991. *GlobalParadox*. Mega Trends:New York.

Otoluwa, M. H., Talib, R. R., Tanaiyo, R, & Herlina, U. (2022). Enhancing children's vocabulary mastery through storytelling. *Jurnal pendidikan anak usia dini,* 16(2), 250-260

Priyono. (2008). Metode Penelitian Kuantitatif. Sidoarjo: Zifatama Publishing.

Scott, W. A., & Ytreberg, L. H. (2006). *Teaching English to Children*. Essex: Longman.

Sugiyono. (2013). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*. Bandung: Alfabeta.

Syahria, N. & Azzaria, S. (2023). The impact of monkey stories application on young learners' vocabulary acquisition. *Journal of english language teaching and learning (JETLE),* 5(1), 43-52

: