

## **The Experience Teaching Vocabulary through Storytelling to Students by Using Media Flash Card at Elementary School**

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### **Abstract**

The purpose of this study is to determine the teaching experience of teachers and the reasons why teachers use the storytelling method using flash card media for elementary school students. This storytelling method is for teaching vocabulary to elementary students at the Raudhatul Shiblyan Foundation. The research design used is narrative inquiry and qualitative research methods. Data was collected from this research was by means of interviews and documentation. So, the results of the interviews conducted with the teacher answered several research questions that had been previously prepared by the researcher. From the teacher's answer, this storytelling method is very important as a learning method for elementary students, because this method can increase children's vocabulary to be wider than before, as well as gain experience and knowledge from the teacher's verbal explanations. From the findings of the interview session, the method used by the teacher is the storytelling method as teaching carried out in the classroom. One way is by using flash card media, the teacher can show flash card image media to students. Based on the data obtained during the process of teaching vocabulary through storytelling using flash cards, the response was very good, indicating that the story content used was a variation of the vocabulary taught based on the ability to convey vocabulary according to the students' abilities. The integration of storytelling and flashcards resulted in a more dynamic learning environment and better understanding. Of vocabulary in context. This study makes a significant contribution to the field of English language teaching by providing empirical insights into how teaching strategies, particularly those combining visual aids and storytelling, can improve language learning outcomes. This study highlights the importance of using age-appropriate and engaging methods in vocabulary teaching, especially at the elementary level.

**Keywords:** Teacher Experience, Teaching Vocabulary, Storytelling, Flash card.

### **Introduction**

This discussion will describe a teacher's experience teaching vocabulary to students through storytelling and flashcards. This approach was chosen because the combination of storytelling and visuals is believed to create more engaging, contextual, and accessible learning

experiences for students, particularly in introducing and reinforcing new vocabulary. English language has an important role for all students in education in various countries, including in our country. A very important part of learning is vocabulary. Mastery of vocabulary is one of the main keys in speaking, listening and writing skills. However, in practice, there are some students who have difficulty memorizing new vocabulary, one of the methods that is most likely to motivate students in overcoming this problem is to use the storytelling method. Storytelling involves interactively telling stories that match the pictures in the book, making it easier for students to understand and remember new vocabulary from the context of the story. This storytelling process creates a fun and effective learning experience for students. Through the storytelling method, students not only learn vocabulary, but can also develop imagination, understand the context of the language and also skills in listening. According to Alfa Robi et al (2025), the method of memorizing vocabulary using flashcards can significantly improve students' vocabulary mastery in learning English.

Vocabulary is one of the important core elements in learning English, as learners we need a lot of vocabulary to communicate with others. From Guzman (2023) conducted a study entitled Teaching Vocabulary through Storytelling to Public School Kindergarten Students in Dosquebradas. This article presents the results of research on the use of storytelling as a classroom technique to teach vocabulary to children aged 4-5 years, its application is carried out with consideration of linguistic competence, its use to help students build, form and strengthen vocabulary at an early age. Said in her research, many students feel insecure and have difficulty speaking English. Storytelling techniques can be a solution to this problem. Storytelling techniques are recommended to be used in teaching speaking because they can help students in overcoming their speaking problems.

By using the storytelling method will make learning easier, the storytelling method is a teaching technique where the teacher tells a story to convey the student's appreciation of the meaning of the book through stories. These stories can be in the form of stories about fairy tales, personal experiences or even daily activities in the environment related to the subject. The storytelling method is important for the development of students in their daily lives, the method applied to students is very interesting and fun for students because students also acquire good listening skills. According to Farizwati (2020), conducting research entitled teaching vocabulary through Storytelling to Teach Young People said that language is very important in human life, in this case teacher skills are very important because they are not only in speaking, writing, listening and reading but can also motivate students. Therefore, the journal uses storytelling to motivate students in the teaching process. In previous research, according to Rizkiyah (2023), researchers focused on the experience of teaching speaking using storytelling with big books. The results of this research provide benefits and contributions to the English language teaching and learning process.

This study will discuss the experience of teaching vocabulary through storytelling methods using flash card media for elementary school students. Storytelling is one of the methods used for learning in elementary school students and also for language skills. Especially elementary school students need very strong language development so they need to pay special attention to language development, especially more than current learning which is the basis for further learning development. And the process of teaching vocabulary through storytelling is carried out as an

effort by teachers to understand student development, and one of its uses is through picture books and then teachers tell stories to their students. In this study, cases can be used to gain a deeper understanding of classroom activities. By telling stories, children's hearing can function well to help their storytelling skills and can also add new vocabulary. According to previous research by Lara Juita et al, (2025), storytelling can be an effective strategy for improving vocabulary mastery in early childhood. This research aimed to improve vocabulary mastery in early childhood in a fun, meaningful way that aligns with their playful and imaginative nature.

Storytelling is a method used to teach students, in this study it aims to motivate students and help students communicate more fluently orally by using good and correct language. The development of imagination and creativity is also one of the goals of the research. Storytelling can help students in their imagination and allow them to imagine different worlds and situations. In this study, we will examine the teaching of vocabulary through storytelling using flash card media at the elementary level, by using the storytelling method, students can increase their vocabulary and can increase the confidence of elementary students. According to, this study identifies the problem of students' low vocabulary mastery and lack of variety of teaching strategies that are attractive to elementary school students. This strategy has proven to be effective in improving students' vocabulary mastery and creating a positive classroom atmosphere.

## **Method**

This study uses qualitative methods as the research design. And this study uses narrative inquiry to explore the teacher teaching experience through the storytelling method using flash card media, which aims to determine the development of students' vocabulary in using the storytelling method. According to John W. Creswell's theory, narrative research is a research design from the humanities in which researchers study the lives of individuals, ask one or more individuals to tell their life stories, and then retell those stories in a narrative chronology Creswell (2012, p. 13). And According to Christiana Dore (2021), narrative inquiry is a qualitative research method used through stories or narratives. This research collects and tells the stories of people's lives and writes narratives about their experiences. Narrative research is also known as an approach that combines phenomena and methods, which means narrative is used to study structured experiences and describe the pattern of the research.

This research conducted at MI Raudlatus Shiblyan, to find out the teacher experience in teaching storytelling methods using flash card media. The school is an Islamic elementary school located in Plampang Village, Paiton District and Probolinggo Regency. The selection of this location is based on the availability of teachers who use storytelling methods in teaching vocabulary in class. In addition, schools also have a learning environment that supports literacy activities and has language skills. This research involves one teacher who has experience teaching through the storytelling method, namely Mrs. KN she has a lot of experience in teaching English. The researcher chose the teacher because he had taught through the storytelling method, he used many ways to teach through the storytelling method, one of which was by using books with pictures according to his level.

This study was conducted to explore the teaching experience of teacher using the storytelling method with the help of flashcard media in the learning process. This method was chosen to make learning in class more creative, interactive and interesting for students, especially in introducing

basic concepts such as letters, vocabulary or simple stories. In this method, the teacher becomes a narrator who tells concepts according to the material with flashcard media in an interesting and emotional way, so that students find it easier to understand and remember the material. In the study (Sabgini et al., 2024) the use of flashcards as a medium for learning vocabulary for young children had a significant positive impact.

Data collected using qualitative techniques to provide a comprehensive picture of the teacher's teaching experience through the storytelling method by using media flash card. Data collected through several steps, the first interviewing one teacher using the storytelling method. Teacher interviews are also one of the data collections in the study, teachers are interview to gain insight into teachers' teaching experiences using the storytelling method by using media flash card in class. Some of the things that teachers do through the storytelling method are by using picture books so that students are interested in listening to the story. And then the second step by using documentation as a supporting tool. Also ensures data accuracy, supports validity and helps compile reports.

## **Results and Discussion**

In this chapter, the researcher will present the results of the research interview. After the data was collected, the researcher analyzed it to get the results and discussion in this section which is contained in the teacher's teaching experience through the storytelling method using flash cards. The researcher conducted an interview with Mrs.KN, choosing the teacher because she had experience teaching vocabulary through storytelling using flash cards. The researcher visited the school for one day, which was to conduct interviews, and documentation. All data collected was intended to better understand the implementation of teaching in the classroom through the storytelling method using flash cards.

### **How is the teacher experience in teaching vocabulary through storytelling method by using flash card media?**

This section aims to present and describe the findings from an in-depth interview with the research subject, an English teacher at an elementary school who has implemented a storytelling vocabulary learning method using flashcards. The main focus of this data collection is to understand in more detail the teacher's practical experience in designing, implementing, and reflecting on the learning process using this approach. This research was conducted to answer the first research problem, namely the teacher's experience in teaching vocabulary through storytelling combined with flashcards. Data collection was conducted through semi-structured interviews as the main technique, supported by documentation such as documentation during the interview and lesson plan documentation. All data obtained were then analyzed qualitatively using a thematic analysis approach.

Based on the results of an interview conducted with Mrs. KN at MI Raudhlatus Shibyan, it was found that the application of storytelling methods combined with visual media in the form of flash cards provided a very memorable and effective learning experience in the process of teaching vocabulary. The teacher said that the integration between narrative and images contained in a flash card not only enriches the learning content, but also creates a more interesting learning atmosphere and trains students' concentration, of course, it is also fun for students. By using flash

cards in the context of storytelling, it provides visual stimuli that suit the learning styles of students at the elementary school level.

Mrs. KN's teaching experience suggests that she should have been more active in storytelling using flashcards, as some students struggled to understand what the teacher was saying. Perhaps Mrs. KN's use of flashcards helped students focus more on the images, leading them to lose attention to other aspects. Mrs. KN also explained that this method significantly increased student focus and engagement during the learning process. Students showed high enthusiasm when listening to the teacher stories. Therefore, using flashcards encouraged students to focus more on the visuals, improving their concentration. This was demonstrated in the following interview.

*"With flashcards and stories, we can distract students who are having difficulty concentrating. With flashcards, students can look at and pay attention to the images. So, with flashcards, students become more focused on the images."* (Mrs. KN, semi-structured interview)

### **Why does teacher use storytelling in teaching vocabulary?**

In this section, the researcher presents findings that answer the second research question, namely the reasons teachers use storytelling in teaching vocabulary to elementary school students. This reasoning was explored through in-depth interviews with teachers who have experience in implementing this method in the classroom. In this case, teachers not only convey the material verbally but also bring the story to life through expressions and the use of visual media in the form of flashcards, so that students more easily understand and remember new words. These findings were obtained through analysis of interview data which were then grouped into several main themes, such as the effectiveness of visualization, the ease of interpreting word meanings through the context of the story, and the method's ability to create a more enjoyable atmosphere.

Based on the results of the interview obtained with Mrs. KN, it was discovered that the main reason she used the storytelling method in the learning process was because this method significantly made it easier for students to understand the meaning of words more concretely, in a fun way. The teacher believes that teaching vocabulary is not effective only by memorizing or providing direct explanations. Instead, it needs to be connected to a meaningful context so that students can understand and instill the meaning of the words. Because the flashcard media is full of color and attractive images, this flashcard is able to attract students' attention from the start, thereby increasing student motivation and participation in the learning process. By combining flashcard media in storytelling activities, students more easily understand the content of the story because they can associate images with related words or events. This is very important in supporting the development of early literacy skills, including listening to a story and speaking.

According to Mrs. KN, elementary school students generally have a high interest in learning that involves visual elements. Mrs. KN explained that the characteristics of elementary school students' cognitive development are strongly influenced by concrete and interesting visual stimuli. Therefore, the use of media such as colorful flash cards is an effective strategy in attracting their attention during the learning process. The presence of colorful visual media not only functions as an aid in introducing new vocabulary but also can increase students' concentration and motivation to learn. This makes them more focused when looking at the images

displayed by the teacher, because the attractive colors and visual shapes can arouse curiosity and stimulate their imagination. This is proven by the results of the interview.

*“Elementary school children tend to be more interested in learning that involves visuals, especially using colorful flash cards.” (Mrs. KN, semi-structured interview)*

## Conclusion

Based on research findings on the experience of teaching vocabulary through storytelling combined with the use of flashcards, it can be concluded that this approach is highly effective in improving students' understanding and retention of new vocabulary. Flashcards provide concrete and engaging visual stimuli, which not only help strengthen word-image associations but also facilitate students' cognitive processes in remembering and linking word meanings in appropriate contexts. This medium is highly suitable for use at the elementary school level because it can create a fun, varied, and non-monotonous learning atmosphere, thereby increasing student motivation. Meanwhile, the storytelling element provides a meaningful and relevant context for students, enabling them to understand the use of vocabulary in real-life situations. By combining visual and narrative methods, students become more active, enthusiastic, and engaged in the learning process. They are not only able to remember word meanings but also able to use them in appropriate sentence structures both orally and in writing. Furthermore, this approach encourages the creation of an interactive, communicative learning environment and supports student-centered collaborative learning. Not only that, according to the findings above, it can be concluded that using flash card media in storytelling can increase students' enthusiasm towards the teacher and students will focus more on the pictures shown by the teacher and of course also increase students' self-confidence in front of the class.

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