

**THAI NGUYEN UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES**



**TRAN THI KIM LIEN**

**USING STORYTELLING TO IMPROVE VOCABULARY FOR  
THE PUPILS OF GRADE 4 AT QUYET THANG PRIMARY SCHOOL**

**(Sử dụng kể chuyện nhằm tăng vốn từ vựng cho học sinh lớp 4  
Trường Tiểu học Quyết Thắng)**

**MASTER THESIS RESEARCH**

**Field: English Linguistics**

**Code: 8220201**

**THAI NGUYEN - 2018**

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**Supervisor: Dr. Bui Thi Huong Giang**

**THAI NGUYEN - 2018**

## **DECLARATION**

The writer fully declares that this research paper is composed by the writer herself, and it does not contain materials written or having been published by other people, and that from other references.

## **A THESIS**

### **USING STORYTELLING TO IMPROVE VOCABULARY FOR THE PUPILS OF GRADE 4 AT QUYET THANG PRIMARY SCHOOL**

**Submitted by:**

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## ACKNOWLEDGEMENTS

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6. Her beloved parents and her younger brother and her best friends Ha and Xuyen for their endless love, support and encouragement.

The writer realizes that this thesis is still far from perfect. She therefore will be glad to receive any constructive criticism and recommendation to make this thesis better.

Finally, the writer expects that this thesis will be useful to the reader who wishes to learn something about teaching methods, especially using Storytelling in teaching English.

Thai Nguyen, October 2018

## **ABSTRACT**

This study aims at improving primary pupils' vocabulary by using storytelling and find out the impact of using storytelling on young learners' learning English vocabulary. It also describes students' perception and feeling after experiencing Storytelling method. This research is action research which was conducted in Quyet Thang Primary School in Thai Nguyen City in the second term of the academic year 2017-2018. It consists of planning, implementing the action, observing and reflecting. The data were gained through tests, observation sheet, questionnaires and interviews. The data attained from those instruments were analyzed using formula to calculate mean, target of study, questionnaire percentage. The data then were interpreted descriptively. The result of study shows that storytelling can improve young learners' English vocabulary during teaching and learning process. In addition, it also improves students' marks in the learning process. Furthermore, according to students, this teaching method is considered as a fun, good, stress-less method that helps them to memorize English words easily and makes their learning easier.

***Key words: storytelling, vocabulary, young learners***

## TABLE OF CONTENTS

DECLARATION .....	i
ABSTRACT .....	iv
TABLE OF CONTENTS .....	v
LIST OF TABLES .....	vii
LIST OF CHART .....	viii
LIST OF DIAGRAMS .....	ix
CHAPTER 1. INTRODUCTION .....	1
1.1. Background of the study .....	1
1.2. Objectives of the study .....	3
1.3. Research Questions .....	3
1.4. The scope of the study .....	3
1.5. Organization of the study .....	4
CHAPTER 2. LITERATURE REVIEW .....	6
2.1. Theoretical Framework .....	6
2.1.1. Teaching and learning a foreign language in elementary schools .....	6
2.1.2. Characteristics of Young Learners .....	7
2.1.3. The importance of vocabulary in teaching and learning foreign languages .....	8
2.1.4. Storytelling in the classroom .....	10
2.1.4. Storytelling in teaching vocabulary .....	11
2.1.5. The Steps to Implement Storytelling .....	12
2.2. Previous studies on the use of storytelling to improve vocabulary for young learners .....	14
CHAPTER 3. RESEARCH METHODOLOGY .....	20
3.1. Research Questions .....	20
3.2. The study design .....	20
3.3. Participants .....	21
3.4. Materials .....	21

3.5. Teaching Procedure.....	22
3.6. Research Procedure .....	23
3.7. Data collection instruments.....	26
3.8. Data analysis .....	27
3.9. Indicators of Success.....	29
CHAPTER 4. FINDINGS AND DISCUSSION.....	31
4.1 FINDINGS .....	31
4.1.1 Observing .....	31
4.1.2. The Questionnaire Findings.....	36
4.1.3. The Semi-structured Interview Findings.....	42
4.2. Discussion .....	42
4.2.1. Students’ Activities .....	42
4.2.2. Students’ Grade .....	43
4.2.3. Discussion of the Result of the Questionnaire and Interview.....	44
CHAPTER 5. CONCLUSION AND SUGGESTION.....	47
5.1. Conclusion.....	47
5.2. Suggestions .....	48
REFERENCES.....	51
APPENDIX 1 .....	I
APPENDIX 2 .....	IX
APPENDIX 3 .....	XI
APPENDIX 4.....	XV
APPENDIX 5.....	XVI
APPENDIX 6.....	XVII
APPENDIX 7 .....	XVIII
APPENDIX 8.....	XIX
APPENDIX 9.....	XXVI



## **LIST OF TABLES**

Table 4.1 Pupils' activities in the teaching-learning process.....	31
Table 4.2 Students' grade achievement in the pre-test.....	33
Table 4.3 Students' grade achievement in the post-test .....	35
Table 4.4 Pupils' perception and pupil's feelings of personal enjoyment after experiencing Storytelling method .....	37

## **LIST OF CHART**

Chart 4.1 Pupils' activities in the teaching-learning process .....	32
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