

25. Storytelling Method to Improve Vocabulary for Non-Native Arabic Speaker Children

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Submission date: 01-Apr-2023 05:49AM (UTC+0700)

Submission ID: 2052471020

File name: 25.pdf (894.47K)

Word count: 8412

Character count: 47994

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Abstract

The purpose of this study is to investigate; (1) the method of using storytelling to learn Arabic vocabulary, (2) the emotional state of students when using storytelling to learn, and (3) the impact of storytelling on boosting students' Arabic vocabulary. This study uses Mixed Method Research. Students from the al-Imam Islamic boarding school Metro Kibang East Lampung, a total of 40 students, participated in the study. Observation and testing are the methods used to obtain data. The method of observation was employed to obtain data on the process of using storytelling to acquire the Arabic language vocabulary. The test was conducted to collect information regarding the level of knowledge of Arabic vocabulary before and after using the storytelling. Data was analyzed in two ways. First, qualitative analysis. Second, quantitative analysis was carried out with prerequisite tests and t-tests. The study's findings show that (1) the use of storytelling to learn Arabic stimulates teachers' creativity in developing interesting learning strategies, makes Arabic learning easier, and increases positive emotions, (2) the use of storytelling to learn Arabic has increased children's positive emotions in learning, such as creating enthusiastic and happy behavior in following a series of learning processes, and (3) the use of storytelling to learn Arabic has a significant effect on mastery of Arabic vocabulary. Learning Arabic is easier with the use of storytelling in the form of intriguing and enjoyable stories that are relevant to children's development.

Keyword: Storytelling; Arabic vocabulary; emotional condition.

Introduction

Arabic Non-native speaker children have a variety of challenges when learning Arabic, which has a negative influence on their capacity to

communicate in the language.¹ According to El-Omari and Bataineh's research, aspects of vocabulary mastery are among the problems that children face when learning Arabic. Children's challenges in acquiring Arabic vocabulary are linked to articulation in the form of omissions, additions, and distortions that produce changes in meaning.² The average score of mastery of Arabic vocabulary for children, according to Riwanda et al, is just 42, which is considerably below the minimal learning mastery threshold of 75.³ Musthofa demonstrated the same thing, demonstrating that the students' Arabic language capacity before intervention was on average 48.5.⁴ Some of the difficulties experienced by children stem from low motivation and negative emotions in learning which are stimulated by a monotonous learning process.⁵

Difficulties in learning Arabic for non-native speakers are identified from two main sources. The first is a set of linguistic issues including Arabic grammar, lexicon, sentence structure, and writing patterns.⁶ The existence of lengthy and short sounds, the accent sound on particular letters, the mention of sounds in nearby articulation organs, and the presence of consonant sounds at the same time are all factors that contribute to children's issues with sound management.⁷ Difficulties in the vocabulary aspect are related to word construction through derivation and inflection, where one word may be developed into numerous words.⁸ Difficulty in the aspect of sentence structure is related to the system of modifying the final interpretation of the word induced by the location of the word in the sentence, which has consequences for

¹ Rin-Rin Rosmayanti dan Nanang Kosim, *Meningkatkan Hasil Belajar Kognitif Bahasa Arab Melalui Cooperative Learning Tipe Tebak Kata* (*al-Aulad: Journal of Islamic Primary Education* 1, no. 2 2018): 31–44.

² Abdallah Hussein El-Omari dan Hussein Mohammad Bataineh, *Problems of Learning Arabic By Non Arabic Speaking Children: Diagnosis and Treatment* (*Journal of Language Teaching and Research* 9, no. 5 2018): 1095–1100.

³ Agus Riwanda, Muhammad Ridha, dan M Irfan Islamy, *Increasing Arabic Vocabulary Mastery Through Gamification; is Kaboot! Effective* (*LISANLA: Journal of Arabic Education and Literature* 5, no. 1 2021): 19–35.

⁴ Tulus Musthofa, Rihanatul Fauziah, dan Sunan Kalijaga Yogyakarta, *Arabic Phonological Interventions with Mimicry- Memorization Learning Method* (A Review on Evidence- Based Treatment, 2021): 96–102.

⁵ Faturahman Fuad, *Analisis Kesulitan Belajar Bahasa Arab (Studi di MTs. N. 1 Bandar Lampung*, (*Al-Lisan : Jurnal Bahasa, e-Journal*, IAIN Sultan Amai, Gorontalo, 5, no. 2, 2019): 163.

⁶ Muhammad Afif Amrulloh dan Haliyatul Hasanah, *Analisis Kesalahan Fonologis Membaca Teks Bahasa Arab Siswa Madrasah Tsanawiyah Lampung Selatan*, (*Arabiyatuna: Jurnal Bahasa Arab* 3, no. 2 13 November 2019): 209–28.

⁷ M.P Sar'an, "Problematika Pembelajaran Bahasa Arab Dan Solusinya," *At-Tasiri'Iy* 2, no. 2 (2019): 91–108.

⁸ Maman Abdurrahman, Masor, Hikmah Maulani, Ade Kartini, *Problematika Penerapan Pembelajaran Mahfuzhat Bahasa Arab Bagi Mahasiswa*, (*Arabi: Journal of Arabic Studies* 5, no. 2 ,2020): 201.

meaning.⁹ The difficulty of writing aspect is caused by the Arabic writing system which starts from right to left and consists of various forms, namely the form of stand-alone letters, initial letters, middle letters, and final letters¹⁰. The second type of difficulty arises from psychological elements in children as well as the learning process. Learning difficulties are determined by psychological factors such as motivation, interest, intelligence, and learning attitude in children¹¹. Meanwhile, learning issues are caused by the use of ineffective methods and media, a lack of infrastructure support, and a less suitable learning environment.¹² Furthermore, students' learning difficulties are exacerbated by teachers' behavior and communication in the classroom, which demotivates students to learn Arabic.¹³

Previous studies on Arabic vocabulary acquisition for children with non-native speakers have examined three primary issues. The first are studies that look at how listening to words over and over again can help students enhance their Arabic vocabulary.¹⁴ Some of them mentioned that they may utilize the storytelling approach to expand their vocabulary. The engaging tale technique focuses on children's attention during the learning process, which can help them develop a good attitude and expand their vocabulary.¹⁵ The use of the story method can boost children's cognitive capacities in learning while also creating a

⁹ Abdul Hakim Abdullah, M. Omar, Nadzri Muhammad, *The Arabic Grammar Competence and Performance among Religious Stream Students at National Lower Secondary School, Terengganu, Malaysia*, (*International Journal of Academic Research in Progressive Education and Development* 6, no. 3 2017): 170.

¹⁰ Zouhir Gabsi, *Writing in Arabic as a Foreign Language (AFL): Towards Finding a Balance between Translation Dependency and Creative Writing*, (*Journal of Language Teaching and Research* 11, no. 4 2020): 532.

¹¹ Wan Ab Aziz Wan Daud, Wong Kung Teck, Mohammad Taufiq Abdul Ghani, Saipolbarin Ramli, *M-learning boost students' motivation in learning Arabic language proficiency for elementary level*, (*Universal Journal of Educational Research* 8, no. 10 2020): 4384

¹² Mustolikh Khabibul Umam dan Rifka Khoirun Nada, *The Complexity of Arabic Learning During the Covid-19 Pandemic at MIN 1 Yogyakarta | Kompleksitas Pembelajaran Bahasa Arab pada Masa Pandemi Covid-19 di MIN 1 Yogyakarta (Masalah, Kurikulum, Keterlibatan Orang Tua* (Mantiqu Tayr: *Journal of Arabic Language* 1, no. 2 2021): 167–82.

¹³ Ashinida Aladdin, *Subject-Related As A Significant Demotivating Factor For Non-Muslim Learners Of Arabic As A Foreign Language*, (*Ijaz Arabi Journal of Arabic Learning* 4, no. 3 2021): 583–598.

¹⁴ Harun Baharudin, Zawawi Ismail, Nik Mohd Rahimi Nik Yusoff, Shahlan Surat, Aida Hanim A. Hamid, Abu Yazid Abu Bakar, *The Contribution of Vocabulary Learning Strategies in Arabic Vocabulary Size*, (*Man in India: An International Journal of Antropology*, 98, no. 1 2018): 103–114.

¹⁵ Nur Farhanah Abu Hassan dan Arifin Mamat, *The Effects of Storytelling on Primary Students' Arabic Vocabulary Acquisition and Interest*, (*IIUM Journal of Educational Studies* 5, no. 2 2018): 20–38.

pleasant learning environment.¹⁶ A pleasant learning atmosphere is deemed to improve the quality of the learning process.¹⁷ The teacher's method of storytelling while listening to language might help children remember what they've learned.^{18 19 20} The second group of research examines the importance of learning media in enhancing Arabic vocabulary knowledge. Arabic vocabulary mastery and children's activities can be improved from learning media in the form of word cards that are suited to learning objectives.^{21,22} Others stated that using gaming media can help students enhance their ability to use the Arabic language.^{23,24,25} The usage of engaging and age-appropriate gaming media can enhance brain activation and curiosity, as well as improve learning concentration.²⁶ High learning concentration will increase the mastery of the vocabulary being studied.^{27,28,29} The third are studies that examine how the

¹⁶ Isabella Aura, Lobna Hassan, dan Juho Hamari, *Teaching within a Story: Understanding storification of pedagogy*, (International Journal of Educational Research No.106, January 2021): 728.

¹⁷ Muhammad Sabri Sahrir dan Nor Aziah Alias, *A Design and Development Approach to Researching Online Arabic Vocabulary Games Learning in IIUM*, (Procedia - Social and Behavioral Sciences 67, no. November 2011 2012): 360–69.

¹⁸ Elmi Kamal, *The Influence of Online Game on the Learners' Arabic Vocabulary Achievement*, (Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab 13, no. 1 2021): 16–31.

¹⁹ Rosni bis Samah, Fariza Puteh Behak, Noor Saazai Mat Saad, Suraini Mohd Ali, Ramiada Darmi, Haliza Harun, *Effective Methods in Learning Arabic Language as a Foreign Language*, (Mediterranean Journal of Social Sciences, February 2017): 349.

²⁰ Akmaliah, Yasir Hudzaifah, Nisrina Ulfah, Muhammad Ibnu Pamungkas, *Child-friendly teaching approach for arabic language in Indonesian Islamic boarding school*, (International Journal of Language Education 5, no. 1 2021): 501–14.

²¹ Yosha Hestiyani, *Metode Card Sort Untuk Meningkatkan Penguasaan Kosa Kata Dalam Pembelajaran Bahasa Arab Di Sekolah*, (Alsuniyat: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab 2, no. 2 2020): 149–61.

²² Abdul Aziz Fakhruddin, Mochammad Firdaus, dan Lailatul Mauludiyah, *Wordwall Application as a Media to Improve Arabic Vocabulary Mastery of Junior High School Students*, (Arabiyatuna : Jurnal Bahasa Arab 5, no. 2 2021): 217.

²³ Mohammad Taufiq Abdul Ghani, Mahizer Hamzah, Wan Ab Aziz Wan Daud, Saipolbarin Ramli, *The conceptual framework for learning Arabic vocabulary through educational digital game*, (International Journal of Education, Psychology and Counseling, 2019): 85–97.

²⁴ Muhammad Sabri Sahrir, *Online vocabulary games for teaching and learning Arabic Online Vocabulary* (Games For Teaching And Learning Arabic, September (2018).

²⁵ Annindita Hartono Putria, Fira Eka Permatasari, Athiyah Laila Hijriyah, Lailatul Mauludiyah, *Arabic Quizzes Game to Improve Arabic Vocabulary*, (Tanwir Arabiyyah: Arabic As Foreign Language Journal 1, no. 1 2021): 45–54.

²⁶ Yu Ling Tsai dan Chin Chung Tsai, *Digital game-based second-language vocabulary learning and conditions of research designs: A meta-analysis study*, (Computers and Education 125, no. August 2018): 345–8.

²⁷ Azkia Muharom Albantani, *Social Media as Alternative Media for Arabic Teaching in Digital Era*, (Alsintatuna 4, no. 2 2019): 148.

²⁸ Mohammad Jailani, *Developing Arabic Media Based on Brain-Based Learning* (Tadris: Jurnal Keguruan dan Tarbiyah UIN Raden Intan Lampung, 6, no. 2 (2021): 349–61.

linguistic environment affects the development of Arabic vocabulary. According to Wekke's research, an appealing language environment may make language acquisition easier for children, as well as provide a sense of joy and comfort for them during the learning process³⁰. It is possible to increase knowledge of Arabic vocabulary by developing an artificial language environment that includes a visual, listening, and speaking environment³¹. The language environment can also take the form of organizing a language day during which all children are requested to express terminology that is then put together in a conversation³².

According to the three preceding study trends, improving Arabic vocabulary mastery has been accomplished through the optimization of strategies, techniques, media, and a conducive learning environment. However, the employment of tales to improve Arabic vocabulary has had little impact on the (Nusantara) archipelago's cultural elements. Existing research has a strong focus on religious tales. Another interesting novelty of this research, besides the use of the story telling rooted in Indonesian local archipelago, is the integration of such storytelling into audio media for the learning environment

This study fills up the gaps left by previous research, which has tended to overlook the archipelago's cultural approach to learning Arabic. The archipelago's cultural approach in tale material offers a viable option to the problem of low focus and enthusiasm to learn Arabic. This research uses storytelling to depict the interactive Arabic learning process. The use of storytelling will generate pleasant feelings in students. Positive emotions in students will increase learning outcomes. Positive emotions that are generated by enjoyable activities persist longer in memory and can be retrieved with more accuracy, which is notably important in language learning³³. Based on this theory, the theoretical framework of this research can be described as indicated in the diagram below:

²⁹ M. Alsaif Sarah Ali dan Farhana Diana Deris, *Vocabulary learning through duolingo mobile application: Teacher acceptance, preferred application features and problems*, (International Journal of Recent Technology and Engineering 8, no. 2 Special Issue 9 2019): 79–85.

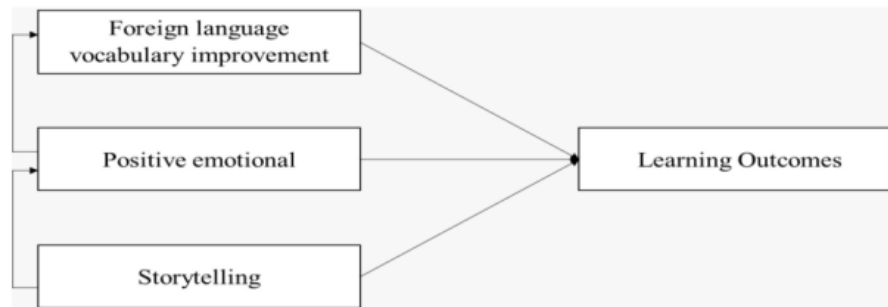
³⁰ Ismail Suardi Wekke, *Arabic Teaching and Learning: A Model from Indonesian Muslim Minority*, (Procedia - Social and Behavioral Sciences 191, 2015): 286–90.

³¹ Nur Habibah, *Lingkungan Artifisial Dalam Pembelajaran Bahasa Arab (Arabiyat: Journal of Arabic Eduvation and Arabic Studies 3, no. 2, 2016): 173–96.*

³² Yoni Marlius, Bambang Bambang, dan Metsra Wirman, *The Efforts to Improve Students' Arabic Speaking Skills Through Language Environment Activation: A Study of Phenomenology*, (Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya 9, no. 1 2021): 35–48.

³³ Zdena Kralova, Jana Kamenicka, and Anna Tírpakova, *Positive Emotional Stimuli in Teaching Foreign Language Vocabulary*, (System, journal homepage: www.elsevier.com/locate/system, 104, no. October 2021) 1-12

Figure 1.
The Theoretical Framework of the Research



In line with this goal, three questions are constructed to achieve this goal: (1) How is the process of using storytelling in learning Arabic vocabulary?, (2) What is the emotional state of children when they are learning via storytelling?, (3) What are the impacts of storytelling on children's Arabic vocabulary development?. The answers to these questions lead to discussions that reveal the storytelling model's potential for resolving the issues faced by non-native Arabic speakers.

The hypotheses in this study are based on the theoretical framework described above: Alternative hypothesis (Ha): Storytelling has a considerable influence on improving positive emotions and children's Arabic vocabulary. The null hypothesis (H0): This hypothesis states that storytelling has no effect on boosting positive emotions or children's Arabic vocabulary. The acquired field data will be analyzed to whether these hypotheses are correct.

The use of storytelling to improve positive emotions and children's Arabic vocabulary proficiency is examined in this study. The storytelling model was chosen as a treatment because its qualities match the characteristics of children's language learning³⁴. Al-Imam Islamic boarding school Metro, Kibang, East Lampung is the research setting. The decision to choose this Islamic boarding school was based on the fact that al-Imam Islamic boarding school is one of the few Islamic boarding schools that accept young students. Children learn the Arabic language in addition to the *Qur'an memorization* (tahfidz al-Qur'an) program. The stressing of learning Arabic for children lies in the aspect of vocabulary mastery.

This study uses a combined approach (Mixed Method Research) to examine the learning process using storytelling and the results of the learning process, namely mastery of Arabic vocabulary. This study not only

³⁴ Jan Lenhart a, Wolfgang Lenharda, Enni Vaahtoranta b, Sebastian Suggate, *More than Words: Narrator Engagement during Storytelling Increases Children's Word Learning, Story Comprehension, and on-Task Behavior*, (Early Childhood Research Quarterly 51 2020): 338–351

examines children's Arabic vocabulary levels after they've been told a story but also their emotional state when they've been told a story. The mixed method is a data gathering and data analysis procedure that combines qualitative and quantitative methodologies in a single research process. The mix-method is used because it can create a significant understanding of the research topic than utilizing only one methodology. In this study, the mix-method is sequential explanatory, which blends qualitative and quantitative methodologies sequentially. The first phase in this research is a qualitative method that examines the process of learning implementation via storytelling and assesses the emotional state of children during learning. Observation techniques were used to obtain data during this procedure. Source triangulation and time triangulation techniques were employed to confirm the validity of the data in this qualitative investigation. The second phase of this research is to examine the effect of storytelling on enhancing children's Arabic vocabulary using quantitative approaches. A quasi-experimental technique was employed for the quantitative analysis. The sample was divided into two groups during the experiment: the experimental group of 20 children and the control group of 20 children. As a result, the overall sample size is 40 children. The experimental group would be taught through storytelling, whereas the control group would be taught through the lecture method.

The Storytelling approach is used to teach Arabic to children at al-Imam Islamic boarding school for 90 minutes in each class throughout ten meetings. The teacher's tale theme is in the form of stories for children that carry educational messages. The following are the details of the tale that was utilized in this study: The Shepherd and the Wolf (الرّاعي والذئب), The Eagle Story (جكّاية النّسر), Ambition is a Trap (لطموح مصيدة), Ambitious Man (الرجل الطموح), Apple Tree and Loyalty (شجرة التفاح والولاء), Juha and the Beggar (جحا والسائل), The red hair Princess and the Golden Bird (أميرة الشعر الأحمر والطائر الذهبي), Gandhi and One Shoe (غاندي وفردة الخذاء), The Envious and the Stingy (الحسود), and King's Sandals (نعل الملك).

The decision to conduct the research at al-Imam Islamic boarding school was based on the fact that this Islamic boarding school teaches Arabic to children with the goal of mastering vocabulary and applying it in conversation. The school is still facing numerous learning obstacles during the learning process such as the lack of multimedia teaching aids and digital supporting system. This Islamic boarding school, on the other hand, provides skilled teachers and comprehensive study facilities.

Purposive sampling was used to select respondents since the same qualities of the respondents were taken into account. One of the characteristics to be considered is that the selected sample must have difficulty in learning

Arabic vocabulary. The following Table 1. contains information on the participants in this study (Table 1)

Table 1.
The Demographics of Respondents of Al-Imam Islamic Boarding School

Demographic		Total	Percentage
Gender	Male	29	72.5%
	Female	11	27.5%
Ages	9 th	13	32.5%
	10 th	21	52.5%
	11 th	6	15%
Level of Quranic Memorization	1-10 juz (parts)	38	95%
	11-20 juz (parts)	2	5%
	21-30 juz (parts)	-	0%
Ethnicity	Lampung	1	2.5%
	Javanese	30	75%
	Sundanese	1	2.5%
	Banten	1	2.5%
	Palembang	7	17.5%

According to the information provided above, the sample was drawn from students between the ages of 9 and 11 and included both males and girls. All of the responders are working on memorizing the Qur'an in various levels of memorization. Respondents are also from a variety of ethnic groups, including Lampung, Javanese, Sundanese, Banten, and Palembang.

Observation and test methods were employed to obtain data in this study. Observation is used to gather information on the process of utilizing storytelling to acquire Arabic vocabulary and to observe children's emotional states. The observation process refers to the approach for employing storytelling to accomplish Arabic language acquisition. The observation approach employed was the participant observation, in which the researchers actively participate in Arabic lesson taught by the teacher. During the observation period, researchers observed the conduct of both instructors and children. In addition to observing, the researchers kept a record of the learning process utilizing storytelling and children's emotions. The observation of children's emotions pertains to cognitive appraisal theory, in which the thinking process happens prior to feeling emotions. According to this theory, children are initially exposed to stimulation from the outside environment. Following the stimulation, there is a cognitive process that activates physiological and emotional responses at the

same time³⁵. Giving a stimulus in the form of storytelling will generate an emotional reaction in children. Positive emotions and negative emotions are the two sorts of emotional responses in children. Positive emotions are in the form of pleasure, interest, joy, and concentration. Negative emotions are in the form of anxiety, fear, lack of concentration, lack of interest, and rowdy.

In addition to observation, data collection also uses the test method. The test method was used to collect data on the level of vocabulary knowledge before and after the usage of storytelling. The test instrument is made up of 50 multiple-choice questions. The test was created using markers of mastery of Arabic vocabulary. The following is an indicators used in developing an Arabic vocabulary mastery test. These indicators are based on the operational definition of the Arabic vocabulary mastery variable, which consists of the ability to write words according to meaning, complete phrases, write words according to pictures, construct tales with words, and write words into complete sentences (table 2).

Table 2.
The Arabic Vocabulary Mastery

No	Indicator	Item Number	Score	
			True	False
1	Writing word according to its meaning	1-10	1	0
2	Completing the sentence with the word	11-20		
3	Writing the word based on the picture	21-30		
4	Completing the story with words	31-40		
5	Writing words into correct sentences	41-50		

As shown in the table above, the score acquired by the children is translated into a value using the following formula:

$$\text{Value} = (\text{child's score} : \text{Maximum score}) \times 100$$

The content validity of the test instrument utilized in this study has been verified. Arabic learning expert was used to conduct the content validity test, and the results were found to be valid. In addition, Cronbach's alpha was used to conduct a reliability test. The content validity and instrument reliability tests yielded the following findings.

³⁵ Charles Étienne Lavoie, Robert J. Vallerand, and Jérémie Verner-Filion, *Passion and Emotions: The Mediating Role of Cognitive Appraisals*, (Psychology of Sport and Exercise Journal 54, no. February 2021). 1-10

Table 3.
The Arabic Vocabulary Mastery Test

No	Instrument	Validity	Reliability	
			Cronbach's Alpha	Number of Items
1	Test Instrument	Valid	0,852	50

The results of the validity and reliability tests show that all instruments are valid and reliable so that they can be utilized in research data collection.

Data was analyzed in two ways. First, quantitative data analysis was carried out with prerequisite tests and t-tests. The prerequisite tests are the normality test with the Kolmogorov-Smirnov statistic at the significant level $\alpha = 5\%$, and the homogeneity test with Levene test statistic at significance level: $\alpha = 5\%$. If the prerequisite test shows that the sample originates from a normally distributed population with homogeneous population variance, the data can be further examined with a parametric test, such as the t-test. Second, a multi-stage qualitative analysis was carried out. The first stage is to create codes for the findings of learning through storytelling observations. The second stage involves creating concepts based on data that hasn't changed. The third stage is to organize the information gathered from the observations. In the fourth stage, the ordered grouping is turned into a hypothesis. The fifth stage entails creating a complete analysis.

Result and Discussion

The Process of Using Storytelling in Arabic Vocabulary Learning.

Learning begins with motivation and a summary of the learning objectives at each meeting. The teacher uses flashcards to teach some new by introducing new terminologies. Children copy the teacher's words until they have mastered the language and comprehend the terminologies. The teacher then: (1) used slide media to present the description of the given story; (2) resumed the session by telling stories and asked the children to pay close attention to what the teacher was saying; (3) used Arabic instead of the child's native language when telling stories; (4) delivered the story's substance, as well as their facial expressions and gestures, draw the children's attention; (5) offered questions to remind the students of the story's plot, and the students may react to the questions. Meanwhile, the children's responses to the teacher's question show that they comprehend what the teachers are saying. During the storytelling process, the teacher periodically inquired about the meaning of the word used in the story to ensure that the children's comprehension

Figure 2.

Sample of the content of the story in Arabic language learning by using storytelling.



During the storytelling process, the child's activity is to pay close attention to the storyline provided by the instructor. The students are, then, requested to retell the story in writing. During the treatment via storytelling, the instructor writes a journal of observations.

The use of storytelling has educational value, moral education, social care education, intellectual education, and religious education are some of the values discussed in the stories. Moral education is linked to the value of morality, which is defined as the capacity to distinguish between good and evil, commendable and disgraceful, as well as courteous and rude behavior. The value of social education prepares children to adapt and perform well in social situations. Meanwhile, intelligence education teaches children how to think critically and imaginatively. Additionally, the value of religious education is the teacher's efforts in training children to act and perform well in line with religious teachings.

Children's Emotional Conditions When Using Storytelling in Learning.

An emotional condition is a feeling condition that a person has when in a situation or when interacting with other people and the environment. Emotional well-being is a significant factor in learning achievement. The findings of observations in the form of researchers' diaries were examined and presented in an understandable descriptive form. Researchers examined each child's behavior and emotions from meeting 1 through meeting 10. According to the data, the emotional state of children while employing the storytelling method for 10 sessions reveals that an average of 14 children (68 percent) showed positive emotions, and an average of 6 children (32%) showed negative emotions. Negative emotions manifest themselves as unpleasant psychological situations such as not paying attention, disturbing, not caring, and being sad. Obedience, excitement, attentiveness, and delight are examples of positive emotions that occur as a result of good psychological situations. When a teacher

utilizes storytelling in the classroom, children's positive emotions have an influence on their grasp of the story's content as well as their ability to re-express the story's content.

The data of the research revealed that children's emotional levels differed while employing storytelling from the first to the tenth meeting. Figure 2 depicts the difference in the children's feelings.

Figure 3.
The Differences of Children's Emotion Levels in the Use of Storytelling

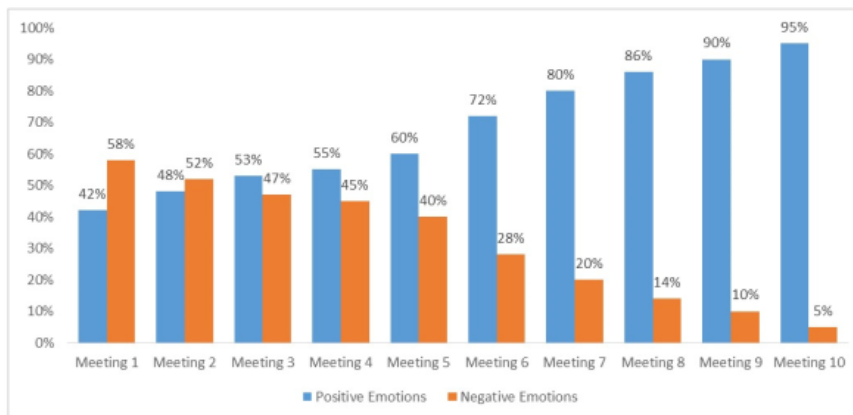


Figure 3 shows diverse emotional states experienced by students during the implementation of storytelling method. In the first five meetings, most of the students showed negative emotion. In the rest meetings, the students most reflected pleasant emotions such as happy feelings. It is worth noting that in the last meeting, only 5% of the students expressed negative emotions.

According to the findings of the study, children who exhibit negative emotions during learning are caused by a variety of variables. The first thing that contributes to the creation of unpleasant emotions in children is poor classroom management. The failure of instructors to manage classrooms affects the learning process. Sleepiness is another component that contributes to unpleasant feelings such as melancholy and lack of excitement. This tiredness is produced by children who were not disciplined in sleeping at night, and it interferes with learning during the day. Researchers gathered this data by observing children's everyday life both inside and outside of the classroom. Observations were made utilizing storytelling throughout the learning process until the sleeping time at night. These observations pervade the whole study process. Because these children all stay in dormitories, researchers can effectively examine their lives outside of school hours.

Another aspect discovered was the usage of media that was not optimum when it came to storytelling. From the first meeting to the tenth meeting, the usage of this multimedia was gradually enhanced, such that it

appeared to be extremely useful for the instructor in storytelling exercises. This advancement in the use of assistive media leads to changes in children's focus to improve from meeting to meeting. The use of storytelling as a strategy and approach to learning concludes with a teacher evaluation. The evaluation process is based not only on instructors' observations but also on tests of vocabulary abilities and comprehension of the story's written material.

The application of the storytelling method in language learning for non-native Arabic speaker children is able to affect their emotional state from negative to positive. Data on children's positive feelings increased from meeting 1 to meeting 10, whereas data on children's negative emotions decreased from meeting 1 to meeting 10 (Figure 3). The enjoyable part of the storyline delivered by the teacher causes a rise in the children's pleasant feelings. This interesting component motivates children to concentrate so that they do not miss the story's track. The children's interest encourages them to pay attention and listen to the teacher's tale from the beginning to the conclusion.

The Impact of Storytelling on the Development of Children's Arabic Vocabulary

The use of storytelling in Arabic learning for children has been shown to boost knowledge of Arabic vocabulary as well as a considerable increase in children's pleasant feelings. Before the introduction of storytelling, children's Arabic vocabulary proficiency was still low. According to the pretest statistics, the average Arabic vocabulary capacity of children at al-Imam Islamic boarding school was 5.9. This average result is based on a scale of 56 to 60, with the predicate of knowledge and skills "C", which signifies "sufficient". The Storytelling learning method makes it easier for children to learn the Arabic language. Children quickly understand new vocabulary because they hear and observe how the intonation of vocabulary pronunciation is clear and fascinating. After the lesson, children are also taught to retell the contents of the stories they hear.

The results of the data analysis of the Arabic vocabulary ability test in children showed a significant increase. To find out whether the use of storytelling in learning Arabic for children can improve mastery of Arabic vocabulary, a t-test was carried out. Before the t-test, the data that had been collected were tested for normality and homogeneity tests as a prerequisite test. The results of the normality test with the Kolmogorov-Smirnov test statistic at the significant level is $\alpha = 5\% = 0.05$. It is known that the sig count value for each class is 0.089, 0.106, respectively. Test decisions based on the results of the normality test output are obtained that all sig count values are $> \alpha$ so that H_0 is accepted. The sample normality test results from a normally distributed population. As a result, the data deserves to be tested further.

The homogeneity test was then performed using the Levene test statistic with the significance level: $\alpha = 5\% = 0.05$. The sig count value is known to be $0.238 >$, hence H_0 is accepted, implying that the population variance is homogenous. Based on the preceding test, the sample originates from a normally distributed population with homogeneous population variance, implying that the post-test data may be examined using parametric statistics, specifically the t-test. (Table 5)

Table 4.

T-Test Results: The Influence of Storytelling on Children's Arabic Vocabulary Development

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-1.72652E1	1.50041	.13445	-17.52034	-17.00623	-121.610	152	.002

The t-test findings at the significance level of $\alpha = 5\% = 0.05$ with the test results criterion revealed that: if sig count is $> \alpha$ then H_0 is accepted. Table 5 shows that the value of sig (2-tailed) count is 0.002 with the test decision of the value of sig count $< \alpha$, so that H_0 is rejected and H_1 is approved. These findings indicate that using the Storytelling technique in Arabic learning for children who are not native Arabic speakers has a substantial influence on expanding Arabic vocabulary.

This research shows several findings. First, the storytelling approach can help children at al-Imam Islamic boarding school overcome the difficulty of memorizing Arabic vocabulary. The use of storytelling in conjunction with relevant supporting material makes learning more engaging. Furthermore, the teacher's method of presenting tales followed by styles and facial expressions that are in sync with the story material makes the stories delivered highly intriguing and draws the children's attention. Khaerana and Nurdin underline that children's attention to the tales provided strengthens their grasp of not just the substance of the story, but also the words strung together in the story³⁶. Bartan stated the same idea, that listening to tales to children while employing voice intonation that corresponds to the plot boosts children's attention. In addition to the manner, the teacher narrates the story. The substance of the story in line with the archipelago's culture allows students to enjoy the contents of the story and become immersed in the characters of the story. Children's strong attention to the story's substance makes it easier for them to follow the

³⁶ Andi ST Aldilah Khaerana dan Nadya Nurhidayah Nurdin, "the Effectiveness of Story Telling and Story Reading Methods in Teaching Speaking," *ETERNAL (English, Teaching, Learning, and Research Journal)* 4, no. 2 (2018): 181, <https://doi.org/10.24252/eternal.v42.2018.a4>.

lesson. This is highlighted by the substance of children's culture-based stories, which makes it simple for youngsters to grasp not only the story material but also the cultural components in the story³⁷. Children's high attention to the storyline improves their vocabulary, writing, and listening skills³⁸.

Second, the process of learning Arabic is tied not only to the difficulty of mastering the accomplishment of objectives but also to the children's emotional condition in learning, which is stimulated by the environment surrounding the children. According to the findings of the study, using storytelling in Arabic learning has enhanced children's pleasant feelings in learning. Positive emotions produced by children in learning include excitement, pleasure, joy, and empathy. The development of pleasant feelings occurs because the substance of the tale given piques children's interest in knowing how the story ends. This piques children's interest in the learning process, which motivates them to be passionate and joyful about it. According to Vafeiadis and Xiao, pleasant environmental circumstances conditioned by the instructor in the form of entertaining stories promote favorable feelings in children³⁹. The use of interesting visual media also contributes to children's curiosity about the story's continuation. Gever et al. explained that visual media may draw children's attention and hold it for a short period of time. Children who pay close attention to a learning object are more likely to attain their learning objectives⁴⁰.

Third, the employment of attractively presented storytelling has had an influence on enhancing children's Arabic vocabulary mastery. The use of storytelling learning that follows processes with appealing and engaging packaging results in an increase in children's Arabic vocabulary mastering. Several studies have demonstrated that story-based learning systems may offer a learning environment that increases positive emotions, making learning easy and enjoyable^{41,42}. Language learning mastery Material that was formerly thought to be tough and uninteresting was transformed into an enjoyable process⁴³.

³⁷ Allyssa McCabe, *Cultural Background and Storytelling: A Review and Implications for Schooling*, (*Elementary School Journal* 97, no. 5 1997): 76.

³⁸ Murat Bartan, *The Use of Storytelling Methods by Teachers and Their Effects on Children's Understanding and Attention Span*, (*Southeast Asia Early Childhood* 9, no. 1 2020): 75–84.

³⁹ Michail Vafeiadis dan Anli Xiao, *False news: How emotions, involvement, need for cognition and rebuttal evidence (story vs. informational) influence consumer reactions toward a targeted organization*, (*Public Relations Review* 47, no. 4 2021): 88.

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⁴¹ O. Joun Lee dan Jason J. Jung, *Story embedding: Learning distributed representations of stories based on character networks*, (*Artificial Intelligence* 281 2020): 235.

⁴² Sherri C. Widen, Joseph T. Pochedly, dan James A. Russell, *The development of emotion concepts: A story superiority effect in older children and adolescents*, (*Journal of Experimental Child Psychology* 131, 2015): 186–92.

⁴³ Dina Abdel Salam El-Dakhs, Shazia Khalid Khan, dan Maram Al-Khodair, *Do foreign language learners mine input texts for multiword expressions? The case of writing story retellings*, (*Amperand* 9, 2021): 100.

Furthermore, the effectiveness of learning via storytelling is strongly dependent on the teacher's modeling of learning practices. The accomplishment of learning objectives is determined by the teacher's ability in engaging learning. Calafato noted that learning will be impossible to apply regardless of how amazing the media and learning approaches are if they are not supported by competence⁴⁴. The use of storytelling as a learning approach concludes with an evaluation by a teacher. The evaluation is based on a written exam of Arabic vocabulary mastery, which includes the capacity to pronounce words according to meaning, construct sentences with words, pronounce words according to pictures, create tales with sentences, and explain the meaning of words with phrases. The teacher's evaluation was to determine the amount of achievement in learning via storytelling.

The storytelling method of learning is not without challenges. There are three challenges to learning via storytelling. First, students do not have the same level of enthusiasm for learning Arabic. Early meetings can reveal negative feelings such as anxiousness, despair, disobedience to commands, and tiredness when learning. Second, each teacher's capacity to articulate stories orally differs and remains limited, so that few teachers can transmit stories with complete spirit. Third, at the same time, there is insufficient support for teaching materials that carry a story-based approach. Furthermore, several students were unable to follow the storyline described by the teacher since they did not pay attention to the directions. Children who are left behind with this information will experience unpleasant feelings while learning⁴⁵.

This study differs from earlier research that focused on storytelling as a single technique of learning. This research focuses on the process of employing storytelling using tale material based on Indonesian culture by maximizing the role of instructors and learning media. Furthermore, the storytelling method highlights the importance of children's good emotions in learning. The analysis also focuses on the achievement of children's Arabic vocabulary mastery as a result of the teacher's use of storytelling. According to the findings of this study, learning Arabic for children should be more focused on the development of teaching materials based on interesting stories that are appropriate for children's development.

⁴⁴ Raees Calafato, *Teachers' reported implementation of multilingual teaching practices in foreign language classrooms in Norway and Russia*, (Teaching and Teacher Education 105 2021): 103.

⁴⁵ Kodati Dheeraj dan Tene Ramakrishnudu, *Negative emotions detection on online mental-health related patients texts using the deep learning with MHA-BCNN model*, (Expert Systems with Applications 182, no. May 2021): 265.

Conclusion

The findings of this study indicate that the use of storytelling method can help non-native Arabic speaker children overcome difficulties in mastering Arabic vocabulary. According to the findings of this study, the use of storytelling has encouraged instructors to be creative in their approaches and the use of media that corresponds to the substance of the story. Teachers' inventiveness in the use of storytelling has promoted pleasant feelings in students while they study. Following a series of learning processes, children's good emotions produce passionate and cheerful behavior. In addition to enhancing children's pleasant feelings in learning, it also boosts their grasp of the Arabic language.

The researcher suggests that Arabic language teachers use the storytelling method which is integrated with conducive and stimulating environment to enhance their students' vocabulary mastery. Additionally, the teachers might keep on enriching their local story repertoire and transforming the story into Arabic to suit the students' language proficiency level.

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