

Enhancing Vocabulary Acquisition with Fairy Tale Audio in English Lesson at SMAN 1 Mayong Jepara

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ABSTRACT

This study investigates the effectiveness of using audio fairytales as a medium to enhance vocabulary acquisition among eleventh-grade students at SMAN 1 Mayong, specifically students from class XI-10. The research employed a one-group pretest-posttest design to assess students' vocabulary mastery before and after the intervention. The treatment consisted of two learning sessions using audio fairytales, delivered through structured and interactive listening activities. Data were collected via pre-tests and post-tests measuring both receptive and productive vocabulary knowledge. The results demonstrated a significant improvement in students' vocabulary acquisition, with the mean score increasing markedly from 42.78 in the pre-test to 91.11 in the post-test. Statistical analysis using the paired sample t-test confirmed the difference was statistically significant ($p\text{-value} = 0.000$). The effect size was large, with Cohen's d at 19.29 and Hedges' correction at 19.71, indicating a strong impact of the intervention. These findings suggest that integrating audio fairytales into English instruction is an effective approach to fostering vocabulary development, enhancing student engagement, and supporting meaningful language retention.

Keywords: Vocabulary Acquisition 1; Fairytale Audio 2; English Lesson 3

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INTRODUCTION

English, as a crucial global language, plays a vital role especially in the field of education and has become a valuable skill in today's modern era. Mastery of English vocabulary is indispensable because it enables learners to understand meanings and use the language effectively in various contexts. Neuman and Dwyer (2009) emphasize that a rich vocabulary broadens the opportunity to comprehend and communicate in English. Apart from vocabulary, learners must also focus on pronunciation, word choice, and semantics to achieve comprehensive language proficiency. Pronunciation can be enhanced by repeatedly listening to and mimicking authentic English audio or video materials. Likewise, continuous exposure to English through listening and reading supports accurate word recognition and usage, contributing to successful language mastery. The introduction section contains: background, a brief literature review of previous research on the topic (there must be a reference to a journal published within the last 10 years), differences from previous research, problem formulation and hypotheses (if any), and research objectives.

At the senior high school (SMA) level in Indonesia, vocabulary learning significantly supports the development of the four essential English skills: reading, writing, listening, and speaking. The innovative STAR theory (Strategic, Tactical, Active, and Responsive) proposed by Adi and Ambarini (2025) offers a framework to improve English writing instruction, especially in microteaching contexts for prospective teachers. STAR emphasizes strategic planning aligned with student needs, tactical use of effective media and teaching methods, active student engagement through discussions and peer reviews, and responsive teaching tailored promptly to learner feedback. Research conducted at PGRI University Semarang with 100 students showed that STAR effectively enhances pedagogical competence and encourages reflective teaching practices in line with FAIR data principles. This approach holds promise for elevating English teaching standards in Indonesian schools.

Vocabulary development is a fundamental factor that supports language proficiency across reading, writing, and speaking skills. Workie and Feleke (2020) argue that students without meaningful vocabulary struggle to grasp concepts or express thoughts clearly. Unfortunately, vocabulary teaching in the context of Teaching English as a Foreign Language (TEFL) often remains limited in scope. To overcome this, educators should implement varied techniques such as contextualization, collocation, vocabulary networks, and exploration of word relations like homonyms, synonyms, and antonyms. These strategies foster a deeper, practical understanding of vocabulary, leading to improved language skills.

Recent studies highlight the effectiveness of narrative audio-visual media in facilitating vocabulary acquisition. Afriyanti et al. (2022) reported that students exposed to audio-visual fairy tales demonstrated greater vocabulary gains and interest than those relying solely on text. Similarly, Ritan (2024) discusses how audio-visual media enhances motivation and comprehension by making abstract language more tangible. Elvriza and Maryansyah (2024) emphasize the role of English short films in contextual learning and vocabulary improvement. Moreover, Meylina and Jufri (2023) advocate the audio-lingual method for improving pronunciation and word recognition, while Awaliyah (2024) found storytelling to significantly boost vocabulary retention and emotional engagement in primary education.

Despite growing evidence supporting multimedia and storytelling in language learning, research focusing on senior high school levels remains scarce. At this stage, students face unique cognitive and motivational challenges that require linguistically appropriate and intellectually stimulating materials. The use of audio fairy tales in senior high school English classes offers potential benefits by catering to auditory learners, enriching vocabulary through engaging contexts, and bridging learning gaps. This approach is particularly relevant at SMA Mayong Jepara, where traditional vocabulary instruction may not sufficiently

motivate or challenge students.

Language competence comprises listening, speaking, reading, and writing—skills that are integral to effective communication and cognitive development (Suryanto & Nikmatillah, 2020). Before mastering these skills, students must first acquire a solid vocabulary foundation. Consequently, educators need to innovate and adopt engaging teaching methods. Audio-visual media emerges as an optimal medium, combining auditory and visual inputs to facilitate vocabulary learning, enhance student motivation, and overcome limitations of time and classroom setting.

English education in Indonesia is incorporated throughout the national curriculum with the objective of developing both oral and written proficiency. Nevertheless, many senior high school students continue to struggle, particularly in vocabulary mastery, which adversely affects their listening, speaking, and reading abilities. Traditional teaching methods that emphasize memorization and textbook exercises often fail to engage students meaningfully or support long-term retention. Therefore, integrating audio-based storytelling into English classes presents a promising alternative. This method transforms vocabulary learning into a dynamic, context-rich experience where repetition, intonation, and narrative context foster deeper vocabulary acquisition.

The present study aims to investigate the impact of audio fairy tales on vocabulary learning among students at Mayong Jepara High School. It is expected that audio storytelling can enhance vocabulary acquisition, improve listening skills, and increase student motivation. By introducing vocabulary within engaging and culturally relevant narratives, the study seeks to provide a more dynamic and student-centered approach to English learning. In this era of globalization, strengthening English vocabulary proficiency is indispensable for academic success and future career opportunities, making innovative teaching methods crucial in senior high school language education.

METHODS OF RESEARCH

This study employs a quantitative approach with a pre-experimental design, specifically using a pre-test and post-test control group format, to investigate the effect of using fairy tale audio materials on students' vocabulary acquisition in English lessons at the senior high school level. The research was conducted at SMAN 1 Mayong Jepara, involving two classes selected purposively: one as the experimental group receiving vocabulary instruction through fairy tale audio, and the other as the control group taught using conventional methods without audio support.

Both groups were administered a pre-test to assess their initial vocabulary proficiency before treatment. The experimental group then participated in vocabulary learning sessions utilizing fairy tale audio materials, while the control group continued with traditional vocabulary instruction. After the instructional period, both groups received a post-test that was the same as the pre-test to measure improvements in vocabulary mastery.

The sampling technique was purposive sampling, designed to select representative classes involved in typical senior high school English instruction. The subjects of the study were students from SMAN 1 Mayong Jepara, a group chosen to reflect the typical student population at this education level.

Data collection was carried out using vocabulary tests that measured both receptive and productive knowledge. The instruments included tasks such as matching new words with their meanings, filling in missing words within contexts, and constructing sentences using the target vocabulary.

Data analysis involved comparing the pre-test and post-test scores of both experimental and control

groups. Statistical tests were employed to determine whether there was a significant difference in vocabulary acquisition between students exposed to fairy tale audio and those receiving traditional instruction. The significance level was set at 0.05.

The independent variable in this research was the use of fairy tale audio materials, while the dependent variable was the students' vocabulary acquisition. By analyzing differences in test scores before and after the intervention, this study aimed to evaluate the effectiveness of fairy tale audio in enhancing English vocabulary learning at the senior high school level.

RESULT AND DISCUSSION

1.) Students' Vocabulary Acquisition Before and After Learning Through the Audio Fairytale Technique

This section presents an analysis of the students' vocabulary acquisition before and after the implementation of the Audio Fairytale technique at SMAN 1 Mayong Jepara. The pre-test was conducted to assess the students' initial vocabulary proficiency, while the post-test was administered after the treatment to measure any improvements. The treatment involved using audio-based fairy tales integrated into the learning process through interactive and engaging activities. The results from both tests are compared to determine the effectiveness of the Audio Fairytale approach in enhancing vocabulary acquisition. The following table provides a detailed description of the students' scores for both the pre-test and post-test, highlighting the overall progress made during the study.

Table 1. Title of the Table

Students'Number	Pre-test Score	Post-test	Students'Number	Pre-test Score	Post-test
1.	40	90	21	40	90
2	30	90	22	40	90
3	10	90	23	30	90
4	40	100	24	40	80
5	20	90	25	20	90
6	10	30	26	50	100
7	60	100	27	40	100
8	60	80	28	30	80
9	90	100	29	40	90
10	70	80	30	40	70
11	50	90	31	20	80
12	60	100	32	10	90
13	20	100	33	60	100
14	60	80	34	60	100
15	50	90	35	90	100
16	60	90	36	60	90
17	70	100	Total	1560	3.280
18	60	100	Mean	42.7778	91.11
19	30	90	Maximum	70	100
20	20	100	Minimum	10	70

Table 1 presents the vocabulary acquisition results of 36 students at SMAN 1 Mayong measured through pre-test and post-test scores. The pre-test scores ranged from 10 to 90 with a mean score of 42.78, indicating varied initial vocabulary mastery among the students. After the intervention using audio fairy tales, the post-test scores improved significantly, ranging from 30 to 100 with a mean of 91.11. The total pre-test score was 1560, and the mean improvement reflects a substantial gain in vocabulary acquisition.

These results highlight the effectiveness of using audio fairy tales as a tool for enhancing vocabulary learning. The engaging and repetitive nature of audio fairy tales helps students connect vocabulary to meaningful contexts, facilitating deeper retention and active use of new words. The approach mirrors findings from previous studies such as that by Arneta Septiani Achmadi and Nina Sofiana (2025), who demonstrated significant vocabulary mastery improvement through English fairy tale videos among junior high school students. Their research reported a comparable average increase in vocabulary scores after treatment, emphasizing the value of auditory and contextual learning methods in language acquisition.

The findings from the vocabulary acquisition study involving 36 students at SMAN 1 Mayong indicate a significant improvement in vocabulary mastery through the use of audio fairy tales. The pre-test scores ranged from 10 to 70 with a mean of 42.78, while the post-test scores ranged from 30 to 100 with an increased mean of 91.11. This considerable gain in scores reflects the effectiveness of audio fairy tales in enhancing students' vocabulary learning.

The results suggest that audio fairy tales provide an engaging and meaningful context that helps students better retain and apply new vocabulary. The repetitive and narrative nature of fairy tales supports deeper cognitive processing of words, enabling improved comprehension and productive use.

These findings align with previous research, such as the study by Arneta Septiani Achmadi and Nina Sofiana (2025), which demonstrated similar vocabulary improvements through English fairy tale videos in junior high students. Additionally, Meena Vundela et al. (2011) found that audio books significantly aid vocabulary acquisition by providing context-rich auditory input.

Overall, incorporating audio fairy tales as a vocabulary teaching tool at SMAN 1 Mayong effectively enhances students' vocabulary acquisition, motivation, and long-term retention, offering a valuable alternative to traditional vocabulary learning methods. (Source: SPPS, 2025)

2) The effectiveness of vocabulary acquisition between students before and after using the Audio Fairytale technique

The effectiveness of vocabulary acquisition between students before and after using the Audio Fairytale technique is demonstrated through the comparison of pre-test and post-test scores. This method leverages the engaging and context-rich nature of audio fairy tales to enhance vocabulary learning by providing repeated exposure to new words within meaningful narrative contexts.

In this study, students' vocabulary mastery was assessed prior to the use of the Audio Fairytale teaching technique and then again after its application. The results showed a significant increase in mean scores, indicating that the audio fairy tale approach effectively improved students' vocabulary acquisition. This improvement is attributed to the motivational benefits of storytelling and the auditory modality, which facilitate better retention and practical application of vocabulary.

The analysis involved comparing the mean pre-test scores with the mean post-test scores, revealing a notable growth in vocabulary mastery. This suggests that the Audio Fairytale technique not only stimulates student engagement but also fosters long-term vocabulary retention and usage in meaningful contexts, making it a valuable alternative to conventional vocabulary teaching methods.

Table 2. Result of Normality Test

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	sig	Statistic	df	sig
Pre Test	.160	36	.020	.949	36	.098
Post Test	.36	36	.200	.941	36	.055

(Source: SPSS, 2025)

Table 3 . Result of Paired Sample T-test

			95% Confidence Interval	
			Lower	Upper
PRE-TEST - POST - TEST	Cohen's d	19.28895	-3.136	-1.809
	Hedges' correction	19.71496	-3.068	-1.769

(Source: SPSS, 2025)

Table 3 presents the results of the paired sample t-test comparing pre-test and post-test scores to evaluate the effectiveness of the audio fairytale learning intervention in enhancing vocabulary acquisition at SMAN 1 Mayong. The analysis revealed a very large effect size, with Cohen's d at 19.29 and Hedges' correction at 19.71. The 95% confidence intervals ranged from -3.14 to -1.81 for Cohen's d and from -3.07 to -1.77 for Hedges' correction, confirming the robustness and reliability of these findings.

These results indicate a significant improvement in students' vocabulary mastery following the use of audio fairytales, echoing prior studies that emphasize the potential of auditory storytelling in language learning. For example, research by Wijayanti (2022) and Santoso & Rahman (2021) found that fairytale audio aids in vocabulary retention and comprehension by immersing students in meaningful narrative contexts. The engaging storytelling format of audio fairytales supports deeper cognitive processing which leads to better internalization of new vocabulary.

Moreover, the multisensory aspect of audio fairytales, which combines auditory input with vivid narrative imagery, has been shown to activate multiple brain regions, enhancing memory retention and language acquisition (Sari & Lestari, 2023). Students are exposed to natural language usage, including rhythm, intonation, and pronunciation, which not only improve vocabulary retention but also boost speaking fluency and confidence, as found by Handayani (2020).

This intervention further helps bridge the gap between passive word recognition and active language use. By contextualizing vocabulary within stories, students gain a more practical understanding of word meanings and usage, enabling them to apply vocabulary more naturally in speaking and writing tasks. Similar findings were reported by Putri & Hidayat (2024) and Dewi (2023), who highlighted that story-based audio interventions foster vocabulary acquisition through contextual learning.

In conclusion, the audio fairytale learning technique proves to be an effective, engaging, and motivating approach to enhance vocabulary acquisition in English lessons at SMAN 1 Mayong. This method invites students to experience language learning as an interactive and meaningful process, promoting not only vocabulary mastery but also broader language skills development.

CONCLUSION

The results indicate that eleventh-grade students initially faced difficulties in mastering vocabulary due to their limited vocabulary knowledge, as reflected in the low pre-test scores. This situation underscored the necessity for alternative teaching methods. The implementation of the Audio Fairytale Technique led to significant improvements in students' vocabulary mastery and increased their enthusiasm for learning. The engaging and context-rich nature of audio fairytales proved effective in motivating students and encouraging active participation in class activities. Statistical analysis confirmed a substantial increase in vocabulary acquisition after using this technique, demonstrating its effectiveness in enhancing vocabulary mastery among students at SMAN 1 Mayong. This study contributes to the growing evidence supporting the use of innovative auditory methods like audio fairytales in language learning. It highlights the potential of integrating such techniques into English language instruction to boost learner motivation, engagement, and language proficiency. Future research could explore the long-term impacts of the Audio Fairytale Technique on other language skills, including listening, speaking, and writing.

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