

THESIS

**THE EFFECTIVENES OF USING ILLUSTRATED PICTURES OF TRADITIONAL
SHORT STORY FOR VOCABULARY MASTERY TO YOUNG LEARNER**

**Presented in Partial Fulfilment of the Requirements for Serjana Pendidikan Degree in
English Language Education**



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THESIS

THE EFFECTIVENES OF USING ILLUSTRATED PICTURE OF TRADISIONAL SHORT STORY FOR VOCABULARY MASTERY TO YOUNG LEARNERS

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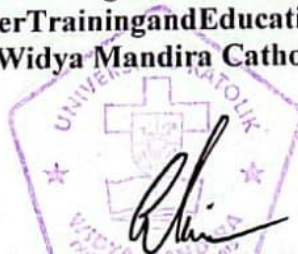


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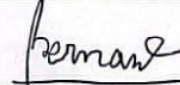
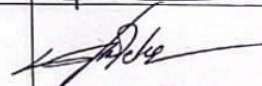
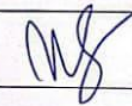
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Kupang, 22 Agustus 2025



Heronima Yonerti Habba

MOTTO

“All battles are won in prayer”

Psalm, 118:5

DEDICATION

With gratitude and humility, I dedicate this thesis to the late Mama Apliana R. Peda, whose love, prayers, and sacrifices will always be an encouragement in every step of my life. Although Mama is gone, her love and spirit live on in my heart. To Father Yohanes Kulla, who lovingly always provides support and prayers in my every journey, thank you for all the sacrifices and motivation given. Not to forget, to my siblings, Arnesta Habba and Vincent Habba, who always provide endless enthusiasm, encouragement, and support during the process of completing this thesis.

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Finally, may be this thesis far from perfect. There may still be many mistakes and shortcomings both in terms of content, grammar and technical. Therefore, constructive criticism and suggestions will be well received and appreciated.

Kupang, 2025

The Writer

ABSTRACT

This research explores the effectiveness of using illustrated traditional short stories to improve vocabulary mastery in young English learners. The study focuses on two main questions: (1) Is the illustrated traditional short story effective in improving students' vocabulary? and (2) How is this method implemented in the vocabulary learning process? Using a descriptive qualitative method, this study involved 15 students aged 7 to 12 from the English Goes to Kampung community in Lamboya, West Sumba. The traditional story "*Lona Rara and Lona Kaka*" was used as the main learning material, supported by illustrations designed to match the vocabulary content. Data were collected through pre-tests, post-tests, classroom observations, and teacher interviews. The results showed that the use of illustrated traditional short stories significantly improved students' vocabulary mastery. The average score increased from 64.5 in the pre-test to 96.6 in the post-test. The visual elements helped students understand and remember new words more easily, while the cultural content of the story kept them engaged and motivated. Observation and interview data also revealed that students became more active and confident in the class, and teachers found the method was helpful in creating a more meaningful and enjoyable learning atmosphere. In the conclusion, illustrated traditional short stories can effectively support vocabulary learning for young learners, especially in contexts where cultural identity and learner motivation are important. It is suggested that teachers integrate similar methods into their classrooms and that future researchers further explore how this approach can be developed for other language skills.

Keywords: *vocabulary mastery, traditional short stories, illustrations, young learners, English learning*

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