

Collaboration Between Parents and Teachers in Storytelling Learning to Improve Children's Vocabulary at SDN 3 Jaraksari Wonosobo

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Abstract

The relatively low vocabulary mastery of elementary school students highlights the need for continuous learning support across school and family environments. This study aims to describe forms of parent-teacher collaboration in storytelling activities, analyze the relationship between such collaboration and students' vocabulary mastery, and identify supporting and inhibiting factors affecting its implementation at SDN 3 Jaraksari Wonosobo. The study employed a quantitative correlational design involving 60 students and 60 parents or guardians selected through purposive sampling. Data were collected using a parent-teacher collaboration questionnaire and a vocabulary mastery test, then analyzed using descriptive statistics and simple linear regression. The results showed that parent-teacher collaboration was at a moderate level. Regression analysis indicated a significant predictive relationship between parent-teacher collaboration and students' vocabulary mastery, with a coefficient of determination of 38.9%. The findings also emphasize the importance of continuity in storytelling activities between school and home to support a more consistent language-learning environment. Based on these findings, the study proposes Home-School Literacy Collaboration (HSLC) as a preliminary conceptual framework that positions storytelling as a bridge between language stimulation at home and learning at school. Further development and testing are needed across broader contexts and populations and diverse elementary school settings internationally.

Keywords: parent-teacher collaboration; storytelling; vocabulary mastery; elementary school; Home-School Literacy Collaboration

1. INTRODUCTION

Vocabulary mastery is one of the fundamental components of language development because it supports students' ability to understand information, communicate ideas, and use language appropriately across different contexts (Gallagher et al., 2019; Godwin-Jones, 2018). In elementary education, vocabulary knowledge is closely related to students' oral and written communication because a broader vocabulary enables learners to comprehend information, construct accurate sentences, and express ideas more effectively (Mwakapemba et al., 2024; Ramadhania & Yamin, 2022; Wahyuningsih et al., 2021). Therefore, vocabulary development should not be understood merely as memorizing words, but as a process of learning how words are understood and used meaningfully in communication (Cui & Zhang, 2024; Kusmaryati, 2018; Mizambek & Seidaliyeva, 2026).

Nevertheless, vocabulary mastery among elementary school students remains an educational concern. Previous research has reported that the vocabulary development of elementary school learners may remain limited and fluctuate according to various individual and environmental factors (Song et al., 2015; Taha et al., 2025). A similar condition was identified at SDN 3 Jaraksari Wonosobo, where preliminary observations indicated that some students experienced difficulties expressing ideas orally and in writing because of limited vocabulary. The learning activities used to develop vocabulary were also perceived as relatively conventional and provided limited opportunities for students to engage with words in meaningful contexts.

One approach that can provide more contextual opportunities for vocabulary development is storytelling. Storytelling exposes students to words within meaningful narratives rather than as isolated lexical items, enabling them to encounter vocabulary through characters, events, situations, and

communicative contexts (Kirsch, 2016; Spencer & Petersen, 2020). Previous studies have reported positive associations between storytelling activities and vocabulary development as well as students' speaking performance (Mafulah et al., 2025; Shaban & Junejo, 2024). Illustrated and oral stories may also facilitate vocabulary comprehension by connecting verbal information with visual and narrative contexts, while encouraging students to participate actively in the learning process (Fadillah & Sugiharti, 2025). These characteristics make storytelling relevant not only as a classroom activity but also as a learning activity that can be continued within the family environment.

The continuity of language-learning experiences between school and home is particularly important because children's language development is shaped by interactions occurring across different learning environments. Language acquisition begins through interaction with significant others and the immediate environment, with early vocabulary stimulation often taking place within the family (Nugroho & Roekhan, 2024; Rahmadita et al., 2025). From the perspective of family education, parents therefore function not only as supporters of formal schooling but also as important facilitators of learning in everyday life. Story reading, conversations, discussion of stories, and other home literacy activities can provide learning experiences that complement language instruction at school (Breeze & Halbach, 2024; Van Tonder et al., 2019).

Parent-teacher collaboration may help connect these two learning environments. Cooperation between families and schools allows both parties to exchange information regarding children's needs and development and to provide more consistent educational support. Previous studies have also indicated that collaboration between parents and teachers can contribute to a more supportive learning environment for children (Arifin & Tumin, 2025; Islam, 2025; Parera & Supriadi, 2025; Sabrina et al., 2025). In storytelling activities, such collaboration may include teachers providing guidance on stories or vocabulary targets, parents reading or discussing stories with children at home, and both parties communicating about children's progress. Parents may also be supported through regular communication, parent education activities, workshops, and practical guidance that clarify how learning can be reinforced at home (Afia & Malik, 2024; Halim et al., 2025; Khoirotin et al., 2025).

Although previous studies have separately examined storytelling, parental involvement, and parent-teacher collaboration, the literature reviewed in this study provides more limited evidence regarding how parent-teacher collaboration specifically organized around storytelling activities is associated with elementary students' vocabulary mastery (Gao et al., 2023; Murti et al., 2025). Existing studies have largely emphasized the effectiveness of storytelling as an instructional strategy or the broader contribution of parental involvement to children's learning, while the connection between storytelling practices across school and home environments remains less clearly examined (Hariyana et al., 2025; Zheng et al., 2025). In addition, limited attention has been given to the supporting and inhibiting conditions that shape such collaboration in everyday school-family interaction. This gap is important because storytelling may function not merely as a classroom method but as a shared literacy activity that bridges formal learning at school and learning within the family environment.

Based on this gap, the present study focuses on parent-teacher collaboration in storytelling activities at SDN 3 Jaraksari Wonosobo. The study aims to: (1) describe the forms of parent-teacher collaboration implemented in storytelling activities; (2) examine the relationship between parent-teacher collaboration and students' vocabulary mastery; and (3) identify the supporting and inhibiting factors associated with the implementation of such collaboration. The study uses the term relationship rather than effect because its correlational design is intended to examine statistical association and predictive contribution rather than establish causality.

The study is theoretically informed by three interconnected perspectives. First, sociocultural perspectives on language learning emphasize that vocabulary develops through social interaction and meaningful language experiences. Second, storytelling provides a contextual learning environment in which vocabulary can be encountered, interpreted, and used within meaningful narratives. Third, parental involvement theory emphasizes that children's learning can be supported through coordinated

interaction between school and family environments. These perspectives are integrated in the present study through the conceptual pathway of parent–teacher collaboration, continuity of storytelling activities across school and home, enriched language-learning opportunities, and vocabulary mastery. This integration also provides the conceptual basis for proposing *Home-School Literacy Collaboration* (HSLC) as a preliminary framework emerging from the findings of the study rather than as an already validated model.

2. METHOD

This study employed a quantitative correlational design to examine the relationship between parent–teacher collaboration in storytelling activities and students' vocabulary mastery at SDN 3 Jaraksari Wonosobo. Parent–teacher collaboration was treated as the predictor variable (X), while students' vocabulary mastery was treated as the outcome variable (Y). A correlational design was considered appropriate because the study sought to determine the strength and direction of the statistical relationship between the two variables without manipulating the learning conditions or establishing a causal relationship. Quantitative data were analyzed statistically to identify patterns of association between the variables (Sugiyono, 2023).

The population consisted of approximately 120 students enrolled in Grades I–VI at SDN 3 Jaraksari Wonosobo and their respective parents or guardians. Participants were selected using purposive sampling. The inclusion criteria were: (1) students who had participated in storytelling activities for at least one semester; (2) parents or guardians who were actively involved in communication with the classroom teacher; and (3) students enrolled in Grades III–V. Based on these criteria, the final sample consisted of 60 students and 60 corresponding parents or guardians. Purposive sampling was used to select participants who were considered relevant to the objectives of the study (Sugiyono, 2019). Because the sample was drawn from a single school using a non-probability sampling procedure, the findings should be interpreted within the context of the study rather than broadly generalized to all elementary school populations.

Two instruments were used for data collection. The first was a parent–teacher collaboration questionnaire administered to parents or guardians. The questionnaire consisted of 30 items measured using a four-point Likert scale: 1 = never, 2 = rarely, 3 = often, and 4 = always. It assessed four dimensions of collaboration: (1) the intensity of communication between parents and teachers; (2) parental involvement in supporting storytelling activities at home; (3) parental participation in school learning programs; and (4) consistency between storytelling practices at school and at home. The second instrument was a vocabulary mastery test administered to the students. The test consisted of 40 multiple-choice and short-answer items designed to assess vocabulary comprehension and use in narrative contexts. The assessment covered basic vocabulary, thematic vocabulary, and the ability to understand word meanings within sentences. Instrument development was based on clearly defined constructs, test specifications, expert review, and empirical item analysis.

Before data collection, both instruments underwent content validation and empirical testing. Content validity was assessed by two experts in Indonesian language education and one elementary-school practitioner. Their evaluation focused on the relevance, clarity, and appropriateness of the items in relation to the constructs being measured. Empirical item validity was subsequently examined using Pearson Product–Moment correlation. Items were retained when the correlation coefficient exceeded the critical value of r at the 5% significance level. Reliability was assessed using Cronbach's alpha with SPSS version 25. The actual validity and reliability coefficients for each instrument should be reported in the final manuscript, including the number of retained and removed items and the Cronbach's alpha value for each instrument.

Data collection was conducted over a two-month period during the second semester of the 2024/2025 academic year. The parent–teacher collaboration questionnaire was distributed to parents or guardians during a scheduled parent–teacher meeting. The vocabulary test was subsequently

administered to students in the classroom under the supervision of the researcher and classroom teacher. The test session lasted approximately 60 minutes. Because the study also aimed to identify supporting and inhibiting factors affecting parent–teacher collaboration, the manuscript should explicitly state the data source used for these findings, for example whether they were obtained from open-ended questionnaire items, interviews, observations, or another source.

Data were analyzed using both descriptive and inferential statistics. Descriptive statistics, including mean, median, mode, standard deviation, frequency, and percentage, were used to describe the levels of parent–teacher collaboration and students’ vocabulary mastery. Simple linear regression was used to examine whether parent–teacher collaboration significantly predicted students’ vocabulary mastery. Prior to regression analysis, the assumptions of normality and linearity were examined. Normality should be assessed based on the regression residuals, while linearity should be evaluated by examining the relationship between the predictor and outcome variables. If the SPSS Test for Linearity was used, the Deviation from Linearity statistic should also be reported. The regression model should include the regression coefficient (B), standard error, standardized coefficient (β), t statistic, p value, coefficient of determination (R^2), and, where available, the F statistic and adjusted R^2 . Statistical significance was determined at $\alpha = .05$, and the null hypothesis was rejected when $p < .05$.

Because the study involved elementary school students, the manuscript should also report the ethical procedures actually implemented during data collection, including school permission, parental or guardian consent, student assent where applicable, and procedures for maintaining participant confidentiality.

3. RESULTS AND DISCUSSION

The findings are presented according to the three objectives of the study: (1) describing the level and forms of parent–teacher collaboration in storytelling activities; (2) examining the relationship between parent–teacher collaboration and students’ vocabulary mastery; and (3) identifying the supporting and inhibiting factors associated with such collaboration.

3.1 Parent–Teacher Collaboration in Storytelling Activities

Descriptive analysis of the parent–teacher collaboration questionnaire showed a mean score of 78.4 out of a maximum score of 120 ($SD = 9.7$). The distribution of collaboration levels is presented in Table 1.

Table 1. Distribution of Parent–Teacher Collaboration Levels in Storytelling Activities

Category	Score Range	Frequency	Percentage (%)
Very High	102–120	7	11.7
High	84–101	18	30.0
Moderate	66–83	25	41.7
Low	48–65	10	16.6
Total		60	100.0

As shown in Table 1, the largest proportion of parents was categorized as having a moderate level of collaboration (41.7%), followed by high (30.0%), low (16.6%), and very high collaboration (11.7%). These findings indicate that parent–teacher collaboration in storytelling activities had been established, although the level of engagement varied considerably among participating families. Among the four dimensions assessed, communication between parents and teachers obtained the highest mean score (21.3 out of 30), whereas consistency between storytelling practices at school and at home obtained the lowest mean score (16.8 out of 30).

The relatively stronger communication dimension suggests that communication channels between school and families were available, but communication did not necessarily translate into consistent

pedagogical practices across the two learning environments. Similar challenges have been reported in previous studies, in which parental involvement may remain concentrated on communication and general school participation rather than systematic involvement in children's learning activities (Cruikshank, 2024; Stojanovska, 2024). The lower score for consistency between school and home storytelling practices is particularly important because continuity between learning environments may provide children with repeated opportunities to encounter and use vocabulary meaningfully.

3.2 Students' Vocabulary Mastery

The vocabulary test results showed a mean score of 68.5 out of 100 ($SD = 11.3$). The distribution of students' vocabulary mastery is presented in Table 2.

Table 2. Distribution of Students' Vocabulary Mastery

Category	Score Range	Frequency	Percentage (%)
Very Good	86–100	6	10.0
Good	71–85	17	28.3
Moderate	56–70	28	46.7
Low	≤55	9	15.0
Total		60	100.0

Almost half of the students (46.7%) were categorized as having moderate vocabulary mastery, while only 10.0% reached the very good category. The weakest performance was found in thematic vocabulary related to the narrative context, for which 38.5% of the items were answered correctly. This pattern suggests that students experienced greater difficulty when vocabulary knowledge had to be interpreted within a contextual or narrative situation rather than recognized in isolation.

The finding is consistent with Sahin & Yavuz (2025) and Sun et al. (2026) reported that vocabulary development among elementary school learners may remain limited and fluctuate across learning conditions. Contextual vocabulary requires learners not only to recognize a word but also to connect its meaning with information presented in sentences, events, and broader narrative contexts. Storytelling may therefore offer a relevant learning context because words are presented through meaningful relationships among characters, events, and situations rather than as isolated vocabulary items.

3.3 Relationship Between Parent–Teacher Collaboration and Vocabulary Mastery

Prior to regression analysis, the assumptions underlying the statistical model were examined. Because normality in linear regression concerns the distribution of residuals, the normality test should be conducted using the regression residuals rather than separately testing the predictor and outcome variables. However, the available statistical output only reported Kolmogorov–Smirnov significance values of 0.142 for parent–teacher collaboration and 0.117 for vocabulary mastery, rather than the residual normality value. Therefore, the residual normality assumption could not be conclusively verified from the reported output. Linearity was also examined to determine whether the relationship between parent–teacher collaboration and vocabulary mastery could appropriately be represented by a linear model. The available analysis reported $F = 3.847$, $p < .001$; however, this value was not explicitly identified as the Deviation from Linearity statistic. Consequently, the linearity assumption should be reconfirmed using the specific Deviation from Linearity result, where a nonsignificant value ($p > .05$) would indicate that the assumption of linearity was satisfied.

The results of the simple linear regression analysis are presented in Table 3.

Table 3. Simple Linear Regression Analysis of Parent–Teacher Collaboration and Students' Vocabulary Mastery

Predictor	B	SE	β	t	p
Constant	28.314	5.621	—	5.036	<.001
Parent–Teacher Collaboration	0.513	0.071	0.624	7.225	<.001
$R^2 = .389$					

The regression analysis showed that parent–teacher collaboration was a significant positive predictor of students' vocabulary mastery ($B = 0.513$, $SE = 0.071$, $\beta = .624$, $t = 7.225$, $p < .001$). The regression equation can be expressed as $Y = 28.314 + 0.513X$, indicating that higher parent–teacher

collaboration scores were associated with higher vocabulary mastery scores. The coefficient of determination ($R^2 = .389$) indicates that approximately 38.9% of the variance in students' vocabulary mastery was statistically accounted for by variation in parent–teacher collaboration in this sample.

The remaining 61.1% represents variance not accounted for by the regression model and should not be interpreted as being directly “caused” by specific variables that were not measured in the study. Vocabulary mastery may also be associated with factors such as students' prior language exposure, reading habits, motivation, instructional experiences, and home literacy environments. These factors should therefore be examined in future studies using more comprehensive explanatory models.

The positive association found in this study is consistent with the general perspective of parental involvement, which emphasizes that meaningful coordination between schools and families can contribute to children's learning experiences (Coelho, 2026; Zhang, 2024). However, the present findings should not be interpreted as evidence that parent–teacher collaboration caused improvements in vocabulary because the correlational design did not manipulate collaboration or measure changes over time. Instead, the findings indicate that students whose parents reported stronger collaboration with teachers also tended to demonstrate higher vocabulary mastery.

In the context of storytelling, one possible explanation is that collaboration between parents and teachers may provide greater continuity in children's language experiences across school and home environments. When storytelling activities introduced at school are supported through story reading, discussion, questioning, or vocabulary use at home, children may encounter words repeatedly across meaningful social contexts. From a sociocultural perspective, such interaction can create opportunities for language development through guided participation and meaningful social exchanges (Fitria & Nurcholis, 2025; Ramadan Elbaoui Shaddad & Jember, 2024).

The findings also extend previous studies examining storytelling and language development. Awaliyah (2024) reported positive outcomes of storytelling activities for elementary students' vocabulary development, while Serani et al. (2020) associated storytelling with improvements in speaking-related skills. Rather than demonstrating that parent–teacher collaboration increases the effectiveness of storytelling, the present study contributes evidence that the level of collaboration surrounding storytelling activities is positively associated with students' vocabulary mastery. This distinction is important because demonstrating an enhancement effect would require an experimental or longitudinal design comparing different levels or forms of collaboration.

3.4 Supporting and Inhibiting Factors in Parent–Teacher Collaboration

The descriptive findings provide an indication of conditions that may support or constrain parent–teacher collaboration in storytelling activities. Among the four dimensions assessed, communication between parents and teachers obtained the highest mean score (21.3 out of 30). This finding suggests that the availability of communication between school and families may function as a supporting condition for collaboration. Regular communication enables parents and teachers to exchange information regarding students' learning activities and provides opportunities to coordinate support across school and home environments.

In contrast, consistency between storytelling practices at school and at home obtained the lowest mean score (16.8 out of 30). This comparatively lower score indicates that continuity between the two learning environments remains a potential challenge in the implementation of parent–teacher collaboration. Although communication between parents and teachers was relatively well established, the learning practices implemented at school were not always consistently continued within the home environment. This suggests that communication alone may not be sufficient unless it is accompanied by clear guidance regarding how parents can support storytelling and vocabulary-learning activities at home (Laho, 2019; Ramadhani & Nisa, 2024).

From these findings, communication can be interpreted as a relatively supportive aspect of collaboration, whereas the limited consistency of storytelling practices across school and home may represent an inhibiting aspect. Effective home–school collaboration requires not only communication but also coordination of learning activities and shared understanding of the roles of teachers and parents in supporting children's learning. In the context of storytelling, teachers may strengthen this continuity by providing parents with practical guidance regarding story selection, vocabulary targets, questioning

strategies, and simple follow-up activities that can be integrated into family routines.. However, these findings should be interpreted cautiously because the study did not employ a separate instrument specifically designed to measure supporting and inhibiting factors. Therefore, the factors discussed in this section represent interpretations derived from the relative strengths and weaknesses of the collaboration dimensions, rather than independently measured determinants of parent–teacher collaboration.

3.5 Toward a Home-School Literacy Collaboration Framework

Taken together, the findings suggest that collaboration related to children’s literacy development may extend beyond administrative interactions between parents and schools. The relatively low consistency between storytelling practices at school and home, combined with the positive statistical association between collaboration and vocabulary mastery, points to the potential importance of connecting literacy activities across both environments. The home literacy environment has been widely recognized as an important context for children’s language and literacy development (Adam et al., 2025; Bitetti & Hammer, 2016; Hermawati & Sugito, 2021; Kholipah & Garzia, 2026; Krijnen et al., 2020).

Based on these findings, this study proposes Home-School Literacy Collaboration (HSLC) as a preliminary conceptual framework rather than a validated instructional model. The framework conceptualizes storytelling as a shared literacy activity connecting language learning at school with language stimulation in the family environment. Its proposed pathway can be represented as Parent–teacher communication and coordination to ensure continuity of storytelling activities across school and home, thereby providing repeated and contextualized language exposure and opportunities for vocabulary development.

This framework extends the general concept of parental involvement by focusing specifically on coordinated literacy practices across school and family settings. However, the present study does not provide sufficient evidence to claim that HSLC is an established or effective model. Further studies are needed to operationalize its components, develop and validate appropriate measurement instruments, and test the framework across different schools, populations, and research designs before stronger theoretical or causal claims can be made.

4. CONCLUSION

This study found that parent–teacher collaboration in storytelling activities was generally at a moderate level, while students’ vocabulary mastery was also predominantly in the moderate category. Simple linear regression showed that parent–teacher collaboration was a significant positive predictor of students’ vocabulary mastery, with $R^2 = .389$, indicating that 38.9% of the variance in vocabulary mastery was statistically accounted for by differences in parent–teacher collaboration. Communication between parents and teachers emerged as the relatively strongest aspect of collaboration, whereas consistency between storytelling practices at school and at home was the weakest aspect.

These findings suggest the importance of strengthening continuity between school-based and home-based literacy activities. Based on the results, this study proposes *Home-School Literacy Collaboration* (HSLC) as a preliminary conceptual framework that positions storytelling as a bridge between language learning at school and language stimulation at home. However, because the study employed a correlational design, the findings should not be interpreted as evidence of causality. Further research is needed to test the HSLC framework using broader samples, validated measurement instruments, and experimental or longitudinal designs.

AI USAGE STATEMENT

During the preparation of this manuscript, the authors used ChatGPT to assist with language editing, improving sentence clarity, and refining the academic presentation of the manuscript. All AI-assisted content was reviewed, verified, and revised by the authors. The authors take full responsibility for the accuracy, interpretation, originality, and final content of the manuscript.

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