Now, Indonesia has special attention in English teaching. It has been proven by giving the English subject to elementary school students. The Decree of Ministry of Education and Culture (R.I/No 0487/4/1992, Chapter VIII) states that an elementary school can include extra lessons in its curriculum as long as they are not in contradiction with the objectives of national education. One of the language components to be given to the learners is vocabulary. It is written in the English syllabus that they have to master 500 words by the end of Elementary School year, 150 words for the fourth grade/class, 150 words for fifth and 200 words for sixth respectively. Teaching English vocabulary to young learners is not easy. Teacher must have many ideas. The introduction of the review of vocabulary items should be carried by means of instructional media and oral presentation. Picture and the media support meaning. One way to make English more interesting is storytelling that can be used to increase student’s vocabulary. This study used an experimental method because it was intended to know the better method of teaching vocabulary for young learners. The subject in the study was fifth year students of elementary school in SD BANJAREJO KEDIRI. The number of this grade was 30 students. Then the writer divided them into two groups randomly, a half of the students as an experimental group and the other half of the students as control group. The instrument of this study was vocabulary test. The type of vocabulary test was multiple choices. This study focuses on investigating whether or not telling story in vocabulary teaching improves the students’ vocabulary achievement. Therefore, to find out whether or not there is difference between the two groups (experiment and control groups) in the case of vocabulary achievement, t-test formula is used. The finding is, then, interpreted by utilizing the table of significance of t-table. The result of computation shows that the counted t is 2.944, which exceeds 2.048 at .05 and 2.763 at .01 level of significance. It means that the alternative hypothesis is accepted. From the result, it can be stated that teaching vocabulary by using storytelling is more effective than teaching vocabulary without story telling. Therefore, story telling is worthwhile applying in the teaching of vocabulary for young learners.