DEVELOPING STUDENTS' VOCABULARY THROUGH SHORT STORY IN RURAL AREA

THESIS

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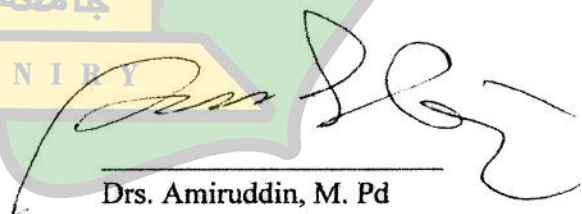Approved by:

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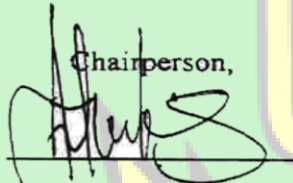for the Bachelor Degree of Education in English Language Teaching

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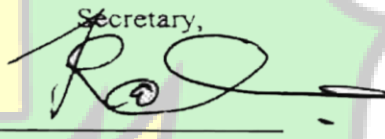29 Jumadil Awal 1442
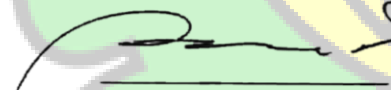
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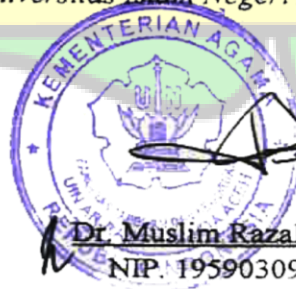Secretary,

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Developing Students' Vocabulary through Short Story in Rural Area

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 25 December 2020
Saya yang membuat surat pernyataan,

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

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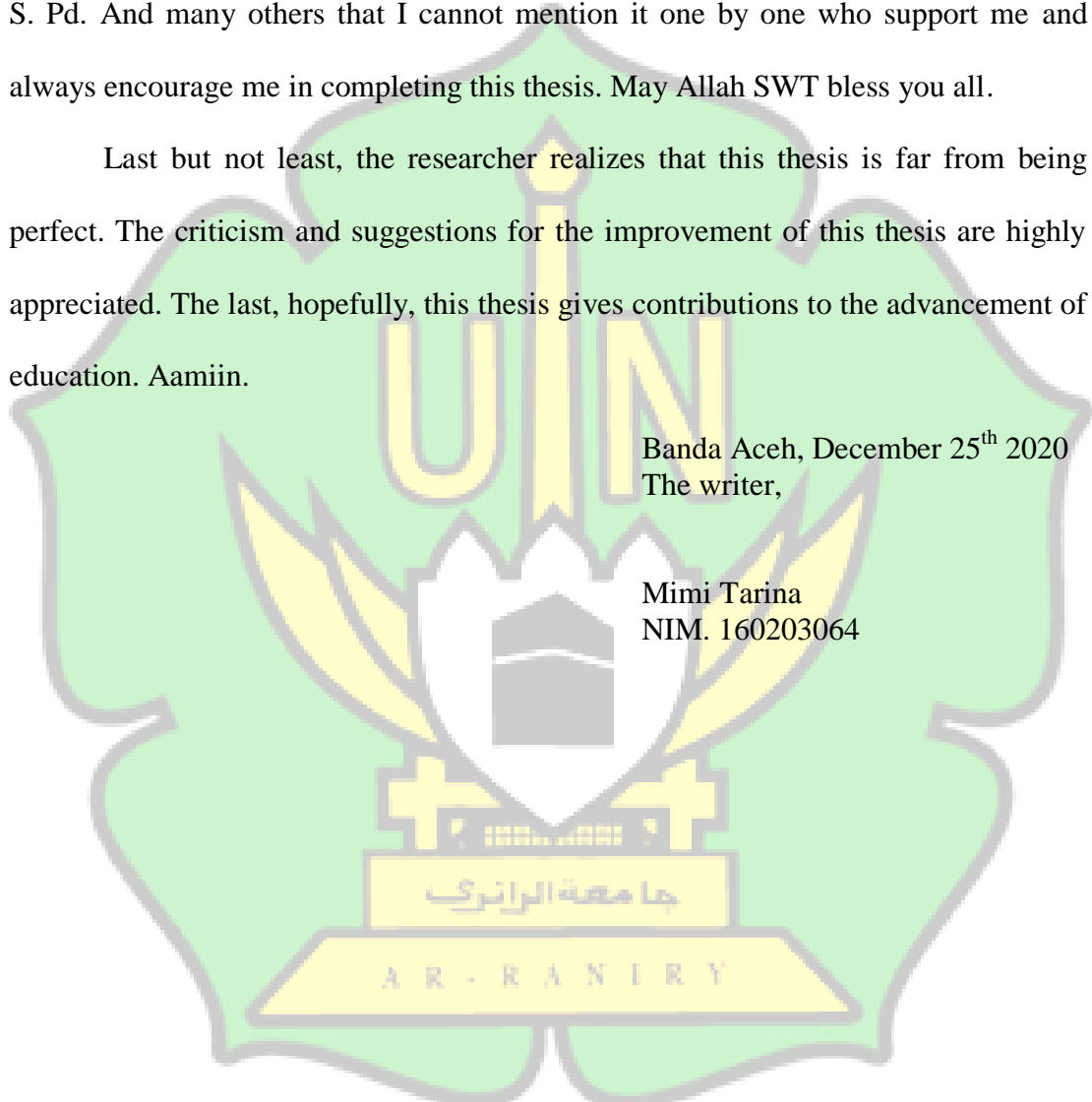
ABSTRACT

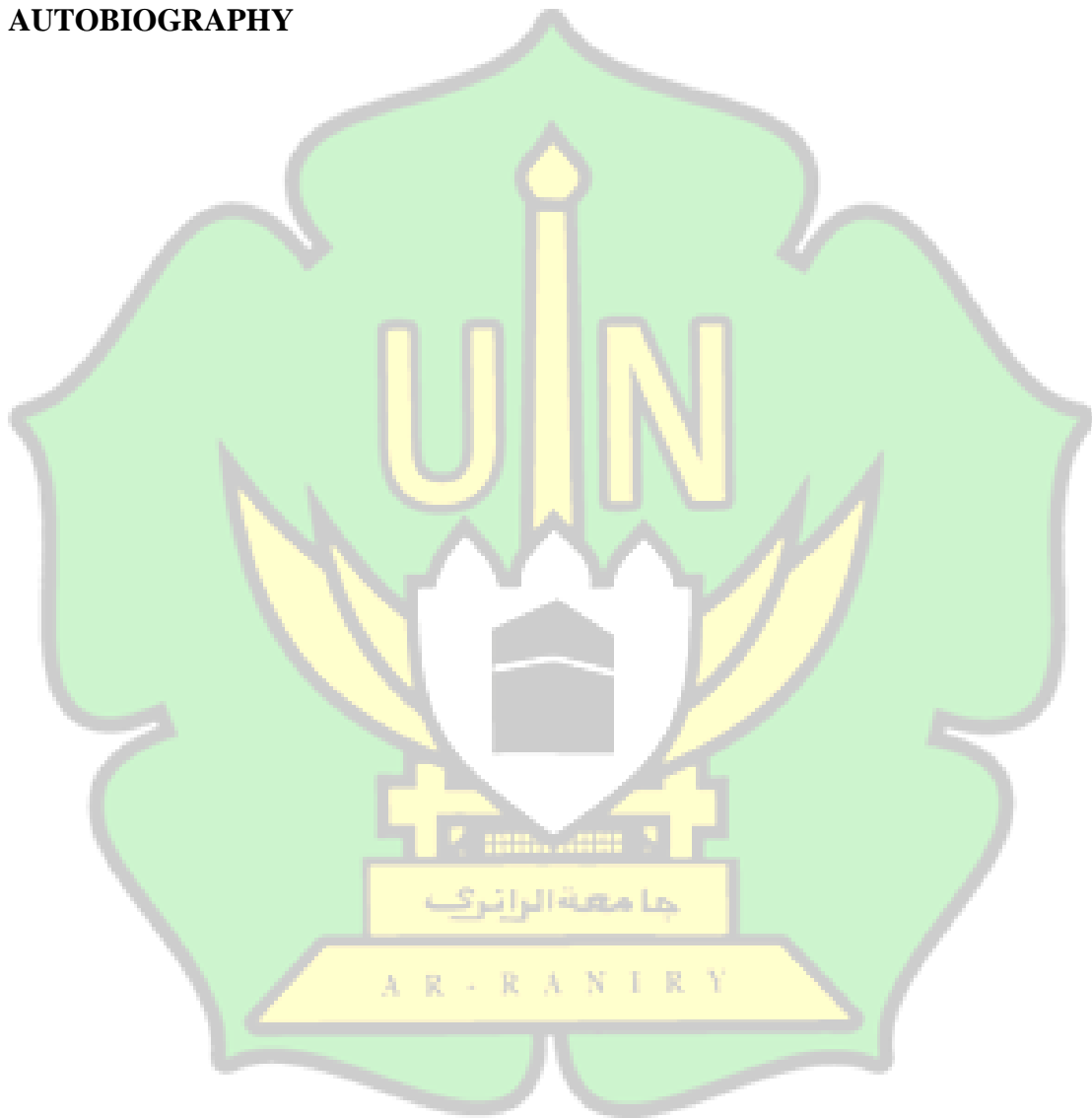Name   : Mimi Tarina
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This research investigates the developing students' vocabulary through teaching short story in rural area specifically in SMPN 1 Mila. This research aims to know the students' development on vocabulary by using short story. The researcher utilized the quantitative research design in this study. There were 13 students at third grade of SMPN 1 Mila participated in this research. The data collection was obtained by using test and questionnaire, while technique of data collection is used T-Test. The result of this study shows the significance difference between pre-test and post test because t value $< -t$ tabel $(-7,808 < -2,179)$. In addition to students' perception of using short story in learning they are able to learn English vocabulary easier and short story is able to make them interested in learning English.
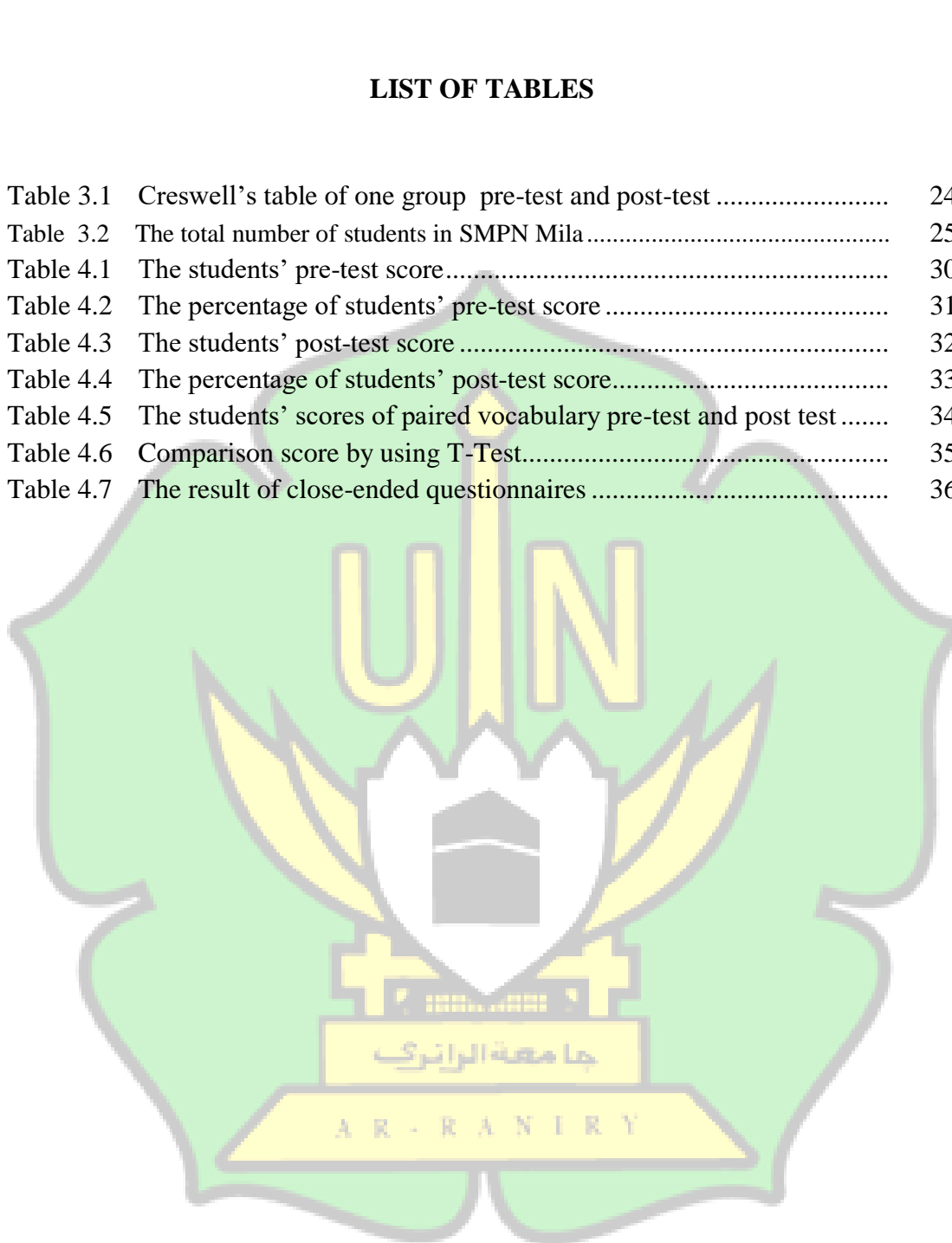
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CHAPTER I

INTRODUCTION

A. Background of the Study

English has become the most crucial language in the world. Nowadays, English is used for global communication; science, technology, economics, education, and so on. Furthermore, in Indonesia, English is a foreign language that must be mastered by students. English subject is included in one of the subjects that should be learned by students from elementary school up to colleges. In the present, the purpose of the English subject is to make students' mastering four skills; listening; reading; speaking, and writing. English, as a foreign language in Indonesia, has been introduced from primary to the university level of education. Otherwise, the appropriate method of teaching should be applied in teaching and learning, so it should be based on the characteristics and needs of the students.

In learning a foreign language, children and adults have different concepts and perceptions, because they have different characteristics (Riski, 2010). Therefore, English is one of the essential aspects of students in junior high school, they have to master English subject for examination. On the other hand, students in junior high school in a rural area in Mila still lack vocabulary, and they feel uninterested in studying English subject, the teacher should deeply care about this issue.

The problem with students' lack of English language proficiency is the most prominent among rural students in Mila. However, vocabulary is one of the important aspects in learning English, and it is also related to other skills, all those skills can not be separated from vocabulary, it is impossible to learn a language without learning vocabulary (Syafrizal & Haerudin, 2018). Vocabulary is one of the essential skills necessary for teaching and learning a foreign language. It is the basis for developing all other skills: reading comprehension, listening comprehension, speaking, writing, spelling, and pronunciation. Vocabulary is the primary tool for students to use English effectively.

Some previous studies on teaching vocabulary have been conducted, Normaliza and Norazurah (2018), conducted a study to investigate the student problem in mastering vocabulary. The result of the study were reported that short story using the phone application had helped the subjects in understanding the story. Thus, the short story using a phone application has also managed to enhance subjects in learning the second language. Maria's research (2020), indicated that using stories and pre-teaching vocabulary is sufficient, particularly over time. The effect of teaching English through stories in EFL contexts allows elementary school students to develop vocabulary in this language.

The differences between the two previous studies conducted by Normaliza and Norazurah (2018) that using phone application is effective to improve students comprehend the short story and vocabulary. Meanwhile, Maria's (2020) research found that using pre-teaching to help the students to enhance the vocabulary.

However the present study is developing student's vocabulary through a short story in a rural area. And I hope that, this study is important for the development of teaching English vocabulary in a rural area, specifically in SMPN 1 Mila.

English vocabulary, as one of the language elements, has an important role for young learners in learning foreign languages. In presenting English, the teacher should be creative in choosing materials and able to stimulate the student's interest to make them feel confident when they speak in English language.

Therefore, it is not easy for young learners to learn English. Sometimes an instructor has a lot of problems preparing students to master vocabulary. Riski (2010), argues that one of the problems faced by teacher that the behaviour of students as young learners. There are many kinds of students' characteristic. The common characteristic is young learners forget about something easily and young learners can quickly get bored. From that issue, the teacher has to prepare the appropriate strategy and methodology for teaching and learning.

The methodology and strategy take a crucial part in the learning and teaching process to improve students' vocabulary in junior high school at third grade in Mila. Teachers need to think of how to develop the ability of the student to master vocabulary. In fact, English is one of the subjects that are considered difficulties by most of the students. Especially to apply it in daily conversation, they are still lack of vocabularies. And also, students are not interest in English subject.

Many ways can be used to improve students' English achievement. There are so many approaches, methods, and techniques, and media that can be used by the

teacher in school. Therefore, in this study, the researcher used a short story to enhance students' vocabulary in junior high school at third grade SMPN 1 in Mila. Students can learn English by using a short story, significantly to improve their vocabulary.

According to (Fatma, 2012) a short story is a fictional work of prose that is shorter in length than a novel, and it will build students' interest in learning. A short story is one of the media related to entertaining people. However, it will build students' interest in English. Stories are inspiring, demanding, and enjoyable, and can lead to positive attitudes. We could build a desire to continue learning. Surely, the story makes students interested in learning English. They can create their own fantasy or imagination. Otherwise, the students can receive the moral value from the story. The story provokes a mutual response of laughter, sorrow, excitement, and anticipation that is pleasant and can help to build trust, social, and emotional growth.

It is the teachers' and researchers' responsibility to find out the solution to overcome the problems encountered by the students in learning vocabulary. English teacher should know that techniques and materials which can help students to overcome their difficulties. By using a suitable and an attractive way in teaching and learning vocabulary in the classroom, it is expected that the learners will find the easy way to learn. The material given in teaching and learning process is very important in improving students' achievement, especially in vocabulary achievement. Moreover, those problems mentioned before can be solved. A teacher has a responsibility to help the students to improve their vocabulary. One of the

strategies can be implemented in teaching and learning process to help the students in improving their vocabulary.

In this case, the researcher tried to help the students to improve their vocabulary by using short story. This study focuses on teaching vocabulary for the third-grade school students at SMPN 1 Mila through the medium of a short story. In my view, mastery vocabulary should be developed at the secondary school level to help the students acquire four English language skills, listening, speaking, reading and writing.

The present study used short story as the media to develop students' vocabulary, and it is kind of the media that teachers can use in the teaching-learning process. The short story used in this study is taken from the book "English for General Purposes" which has an easy story and vocabulary to understand.

B. Research Question

Having gone through some relevant literatures on teaching vocabulary, the researcher formulate the following two research questions.

1. Does teaching short story develop the third grade student's English vocabulary at SMPN 1 Mila ?

2. Do students think of using short story develop their English vocabulary?

C. The Aim of this Study

The aims of this study is to know the third grade students' development on vocabulary through teaching short story at SMPN 1 Mila.

D. Significance of Study

The researcher provides some objectives for this research :

Theoritically the present study can be useful for the development of teaching English vocabulary in junior high school, specifically in Mila Pidie. This study is also hoped to be used for the EFL students to develop their vocabulary. In addition the present of this study is also expected to the a fruitful reference for the next researcher who is interested in doing further study in the area of teaching vocabulary.

E. Terminology

There are some terms used in this study. To avoid misunderstanding of the readers, the terms need explanation.

1. *Vocabulary*

   In this study, the vocabulary refers to the common list of words which are taught to the students of third grade SMP 1 Mila in daily conversation.

2. *Short Story*

   In this study, the short story refers to the story used at the third grade students of SMP 1 Mila, the short story is taken from English Academic Purpose' book.

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. *Definition of Vocabulary*

There are various definitions of vocabulary. In Oxford (2008), vocabulary is a list of words that a person knows or uses, and all the words in a language. According to Webster New Universal Unabridged Dictionary (2019) "vocabulary is a list of words and something phrases usually arranged in alphabetical order and defined a dictionary, a glossary or lexicon". In short, vocabulary is a number of word or phrases which has a meaning that is used for communication.

Vocabulary is one of the important components of English that is essential for children to learn. Stahl (2005) said that vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition but also how that word fits into the situation. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Al-Dersi (2013) stated that, vocabulary mastery can help EFL learners speaking when they talk to others, and interpreting the word, or when reading and listening. On the other hand, they do not get the meaningful communication of the language. According to Razali (2013), in general people use several words they have known when learning a new language.

Understand word in a foreign language is crucial because people be able to understand the written text well and be able to communicate basic ideas through

vocabulary even if the person does not understand how to create a grammatically-correct sentence. Razali (2013) argued that without mastering vocabulary, even though students know grammar sufficiently, the communication could be ruined.. Al-Dersi (2013), said, vocabulary knowledge helps an EFL learner to develop and maintain effective communication which is the main objective of any teaching and learning of the foreign language.

Mastering vocabulary is the crucial part of learning a foreign language; meanwhile, the way that learner usually used is memorization the vocabulary. It was proved by many studies. Al-Dersi (2013) argued that, "words are not to be taught individually or by memorization without comprehension, this is because vocabulary thus taught also contribute the lack of lexical dimension." In the other word, learners know how to use the language exactly, but they do not know to use the language in real-life contact with various shapes of meaning.

2. Types of Vocabulary

Stuart (2008), indicated two kinds of vocabulary, first as receptive vocabulary and productive vocabulary. Receptive vocabulary means words that learners recognize and understand the meaning when they are used in context. Still, they cannot produce it. Meanwhile, productive vocabulary is the words that the learners understand and can pronounce correctly and use fluently in speaking and writing.

Several researches often grouped vocabulary into four kinds of vocabulary. According to Montgomery (2007), there are speaking vocabulary, listening vocabulary, reading vocabulary and written vocabulary. (1) Speaking Vocabulary,

the words people usually use when speaking at home or at work. (2) Listening Vocabulary, this kind of vocabulary consists of words that we understand when we hear. (3) Reading Vocabulary is the largest. It consists of all the words we recognize when we see them. (4) Writing vocabulary is the word used in reading and writing or words people use in notes, letters, reports, or any other kind of writing.

Moreover, I would like to present the types of vocabulary mastery stated by Stepherd as cited in (Rahman). He said two types of vocabulary mastery: (1) Active mastery is vocabulary mastery in speech production. The students are active in producing the words or sentences and be able to communicate the words with the other one. It includes speaking and writing. (2) Passive mastery is vocabulary mastery that only transfers the words or sentences as the students hear or watch. It includes the mastery of reading and listening.

In short, generally, vocabulary is divided into two kinds: there is passive and active vocabulary. Passive vocabulary is the vocabulary people understand but do not usually use in speaking. And active vocabulary is the vocabulary people understand and usually use in speaking.

B. Short Story

For enriching students' vocabulary, the teacher is challenged to develop many kinds of teaching techniques that will help a learner to get the higher motivation to learn English. One of the teaching techniques can improve students' motivation in

learning English as a foreign language is using a short story. And in that respect, (Al-Dersi) the use of short-stories can be the best method to achieve this goal.

And many kinds of short stories, but in this research will use the anecdote that can entertain the reader. Nazara (2019) argued that, short stories are typically written in prose and narrative style, and are shorter than a novel. According to (Fatma, 2012) short story is one of the oldest types of literature, and it has many types of story included myths, fairy tales, ballads, and parables. The modern short story nowadays necessarily teach a moral lesson that is associated with fables based on a short history of short story. Short stories in the 19th century were made for criticising the government, and social issues in the world. And nowadays, short stories as we know is for entertaining. On the other hand, the short story helps the teacher to teach English and improve vocabulary as well (Fatma, 2012).

Short story has the essential elements. The earliest form of short stories was oral storytelling traditions, fables, and parables in the form of brief moralistic narratives and prose anecdotes. The Short story is the concentrated form of narrative prose fiction (Fatma, 2012).

There are many forms of teaching-learning media; one of them is a short story. (Lepaludier, 2011) argued that, most students love to listen to a short story, the anecdote is one way to improve students' vocabulary that can make it easy to remember. Consequently, teachers must be able to choose the right short story to teach related to the material. If the text is interesting, the student will be interested in learning. The repetition indirectly from reading or discuss the anecdote helps them to

memorise the word or expression. Of course, it is good for young learners to acquire vocabulary subconsciously.

Al-Dersi (2013) has argued that, short stories can help students in learning, and it can be more fun. Because a short story will entertain the students besides that they will get knowledge as well. However, the teacher tried to teach the students about language, life, and culture by using short story. Using anecdote, it will develop students' vocabulary. As long as students pay attention to the teacher. So, using short story, it will build student' interest in learning English.

To make learning effectively using short stories, teacher should pick the stories carefully. Pardede (2011) states that, story selection is the important way to build students interest in learning. The interesting short story can make students interested in learning English. By doing this, the learning process will be student-centered, they will active in the classroom.

However, the teacher plays a great role as well, teacher must choose a suitable text to use in class, and should help students understand the story with various activities. In teaching by using short story, story selection is indeed one of the most important roles of the teacher. Since the lengths of short-stories quite vary, choose a story short enough to handle within course hours. The shortness of the text is important for the students because they will see that they can read, and it will give the students a feeling of achievement and self-confidence.

Pardede (2011) said that, the importance of considering these criteria could be perceived by realizing that the vocabulary and sentence structure of the short-

story to be learned by students must be suitable to their level. The short-stories with archaic, slang, foreign words, having difficult sentences should be avoided if the text is intended for students below intermediate level. Similarly, very long text is difficult for students to understand. As students if they not understand the text or the sentence and words, they will get bored. Therefore, the teacher should decide the appropriate story. Nazara (2019) argued that, the majority of students have positive perception about short story selection to build they interest in learning vocabulary.

1. Characteristics of short story

A short story refers to a work of fiction that is usually within prose in a narrative format. It tends to be less complex than novels. Usually, "a short story focuses on only one incident, has a single plot, a single setting, a small number of characters, and overs a short period" (Nazara, 2019 p. 158).

There are two ways that usually used in story. There are showing or telling. Showing means describing the character by action in story however, the telling means that the author would tell or explain something. The beginning can be designed either with an introduction or with exposition or the reader will be thrown directly into the action of the story (Lepaludier, 2011).

The traditional elements of short stories based on Fatma (2012 p.12) :
> exposition, complication, climax, and resolution. But modern American short fiction composed of six important elements, namely plot, characterisation, point of view, setting, theme, and style. The short story deals with important elements that build the story itself. All of these elements take their role to make the story sensible.

(A). Plot

The plot as a sequence of events with a beginning, a middle, and an end.

(B) Characterisation

How a writer convinces the reader the type of specific character. Usually, tell through physical description: the author will tell the reader what color hair, eyes, skin, etc. In short story, the writers can employ two methods: direct and indirect characterisation.

(1) Direct characterisation: the writer tells the reader about the character's personality using the narrator of the story. (2) Indirect characterisation: the writer tells the reader what the character's personality through the thoughts, feeling, and actions of the character.

(C) Point of view,

in short story, point of view is employed in a specialised sense, referring to the question of who narrates the story. Every story has a narrator, a character that provides the reader with information and insight into characters and incidents.

According to (Shilpa, 2015), a short story always has a point of view, which means – who is seeing the events of the story. It could be either an: (a) First-person narrator; here the narrator is the character of the story or, (b) Second person narrator; here, readers are the character of the story, (c) Third-person narrator; this is the most common point of view used in stories.

(D) Setting

The time and place of story, the details of the description are given to the reader directly by the narrator.

(E) Theme

In every artwork, the theme is implicit message that the writer would like to get across.

(F) Style

The way that the author write or tell the story. Usually different author has different word choice and sentence arrangement.

Another important element of the modern American short story is the tone of the story. It is what the reader can indirectly determine the author' feelings about events. Tone can be generally classified into tragic, ironic, satiric, and sentimental. The tone of the story gives the reader a clue on how to read a story.

1. The advantages of using short story in learning

One of the modern type of prose is short story. (Sulfikar, 2012.p 3) Short story as literary work is a fascinating thing for people to read, short story has the function of entertaining and enriching mental experience. The researcher provides the advantages of using short story in learning English language in the class.

Al-Dersi (2013), states that there are some benefits of using story in learning :

(a) Short story makes learning English as an enjoyable and attractive process for learners. (b) Short story stimulates learners' curiosity about the target culture and language. (c) Short story encourages language acquisition and learners' language awareness. (d) Short story provides many vocabularies. (e) Short story increase people' critical thinking such as, makes the readers guess what would happen next.

In short, short story technique has many advantages, such as increasing vocabulary and enjoyable.

C. Teaching Vocabulary by Using Short Story

Many studies have been conducted on teaching vocabulary by using short story. Ebrahimi and Azhiede (2015) found that, all EFL students are arduous to communicate with English language because of their limited knowledge of vocabulary. In this regard, Al-Dersi (2013) states that, lack of vocabulary knowledge affect lack of meaningful communication and other language skills are impacted. Therefore, vocabulary instruction planning becomes essential to overcome this commonly faced problem of EFL learners.

Oktaviani (2019), conducted a study on teaching vocabulary through short story at tenth grade students in MAN 2 Cilegon. The participants of this study were 30 students. The finding reported that some students were lack of vocabulary mastery that can be proved from pre-test score, however the researcher used short story as a treatment. Meanwhile, tenth grade students got a better score in the post test.

Halimah's (2016) finding also indicated that on teaching vocabulary using short story for seven grade students could improve students' vocabulary in learning English. And also the students become more active in learning process otherwise the teaching materials which are taught to them were relevant and familiar to students' daily life.

Winti Ananthia (2008) also has done a research on storytelling in teaching vocabulary. The result of her study indicated that storytelling gave an improvement for students in learning a foreign language. Dewi's finding (2010) in scope of learning vocabulary through story she found that, students of SMP Ta'mirul Islam Surakarta had difficulties in pronounce the word. In order to make an improvement of vocabulary, the researcher applied short story in teaching vocabulary and the result was short story can improve students' vocabulary and the students can easily pronounce the words.

Using story is considered effective in teaching and improving vocabulary mastery. Students not only improve their vocabulary but also understand the implicit meaning of the story. Students know about the synonym and the antonym. Students also know how to guess the meaning by doing read between the line skill. It can be applied to all ages of the learners as long as the story is appropriate.

Even what kind of tool the researcher use in teaching and learning it gives an impact for student especially short story. Besides that, the strategies and methods are also important to make the subject understandable. According to Syafrizal & Haeruding (2018) research, they found the difficulty in teaching English. The problems make the teacher can not teach their students effectively. The teacher's problem in motivating and less creative in giving material. Based on the interview with an English teacher and also from the observation the researcher found that the technique teacher used such translation and memorization.

Many strategies and tools that teachers can use when teaching a foreign language, among the techniques available to the teacher. According to (Hamruni, 2009) the components of teaching strategy consist of : teacher is teaching agent so that in this matter teacher is the important point. Hammer as cited in Aslı Özlem and Hatice (2014) argued that, since teenager are courious and love to discover things and also use their imagination, they might be involved in puzzle activity , creating new things, games and story telling to attract attention of young learners and also make the learning process enjoyable. Therefore, short story is one of the most frequently used, and short story also appropriate for students in rural area to build their motivation on learning.

Pardede's (2011), stated that the majority of English teachers training students found short stories interesting to use both as materials for self-enjoyment and of as components language skill classes. The findings proved that only 0.37% of the responses went into "Disagree" criterion; and 18.4%, "Neutral". The other 81.5% went into the criteria of "Agree" and "Strongly Agree".

Reading a short story is an important process of enhancing learner's learning capacity and personal growth. Besides that, providing learners with a variety of texts that interest them can enhance their enjoyment in learning and acts as sufficient motivation to encourage learners to share their personal responses, help in developing learner's capability to use English and respond or give expression to real and imaginative experience in their daily life (Nazara, 2019).

However, teaching vocabulary is considered as one of the most confusing parts of teaching English as a foreign language. When the teaching and learning process, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teachers should be concerned that teaching vocabulary is something new and different for students, which is English does not their mother tongue. They also have to take into account that teaching English for young learners is different from adults. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students in rural area, which are their lack of motivation and interest in learning English (Syahrizal & Haeruding, 2018).

Teacher should prepare various and up-to-date techniques to build students interest in learning and avoid boredom. Teachers should be creative and be able to teach the material to be understood by students, and make them interested. Beside of that, from the point of view of vocabulary learning, according to Brewsterthe as cited in Winti (2008), teacher should consider the linguistic level of the learners. For the learners in her context, the teacher should select a story that is linguistically less complicated.

The values of the stories and pictures also need to be considered so that the learners could enhance appreciation and enjoyment of literature as motivation in learning English as a foreign language. The teachers have to know the characteristics of learners. Moreover, they need to prepare good techniques and suitable material in order to gain a good result.

The advantages of using stories in teaching are obvious. Furthermore, short story is the tool of teaching and learning can attract learners and build their interest in learning. Many researchers conducted research about improving short stories but there are few quantitative studies conducted research in rural area , however in this research wants to know the influence of short stories on students' vocabulary improvement in the rural area.

Mosha (2014) found that, the teacher did not find a good strategy in teaching learning in rural area, and the majority of students' perception they did not like their classroom means that classroom environment was not conductive to influence teaching and learning. In fact that, not only strategy in teaching but also learning atmosphere is essential to attract students' interest in learning.

In this study the researcher investigated the improvement of using short story by using experimental research in rural area. Although many studies have been carried out to investigate the use of short stories to develop students' vocabulary, studies focusing on students' rural area are still rare.

Pardede's (2010) stated that study usually concern about students' perception of the use of short stories in EFL classroom for university students. Studies involving junior high school in rural area students in EFL settings have never been conducted. Considering the meager number of studies investigating students' perception of the use of short stories to develop vocabulary, while the perceptions of students are one of the most important success factors in learning, the present researcher was

interested to conduct this study to know students' perceptions of the implementation

of short stories to develop students' vocabulary in junior high school.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher elaborates the research design, research site and participants, technique of collecting and analysing the data.

A. Research Design

The present study used a quantitative approach with an experimental design. An experimental design is aimed to test the effects of treatments. Creswell (2014) stated that, quantitative methods involve the process of collecting, analysing, interpreting the result of the study. According to Woodrow (2014), stated that there are some forms of experimental design, they are one-group pre-test-post-test. The measurement technique is held twice. The first is a pre-test to collect the data in order to know the students' abilities before the treatment. The second is the post-test to collect the data after the treatment.

In the first and second treatment the students were asked to read short story that had provided by the researcher, then the students wrote the vocabulary that they don't understand and discussed in pair. Then the researcher explain about the short story and asked students to translate the short story. Furthermore, the third treatment the researcher asked them to explain the short story in front of the class in pair.

The pre-test and post-test were conducted to measure the students' improvement in vocabulary. The researcher used experimental research at the third grade of junior high school in a rural area at SMPN 1 Mila. On the other hand, this

research took place in a rural area that the students are lack motivation in learning English.

Creswell (2014) suggests one group pretest-posttest design as follows:

Table 3.1.
The table of one group pre-test and post-test

Group	Pre-Test	Treatment	Post-Test
Experiment ⟶	T1	X ⟶	T2

Those symbolized of experiment research. T1 means the pre-test, X symbolizes the treatment and T2 illustrates the post-test. in this experimental design, T1 was given before treatment and T2 after the treatment. And X is used after the pre-test. There were two variables in this research, short story was a dependent variable and students' vocabulary improvement was an independent variable.

However, the short story applied by the researcher was to improve students' ability and also it can build students' motivation in learning English subjects. Furthermore, to reach the school, the students need to walk through the farms, or another way is through the field.

B. Research Location

This study took place at SMPN Mila. The school is located in Mila subdistrict which is about 30 km from Sigli, the capital of Pidie regency. Mila is an area where the majority of the people earn their living by growing crops such as paddy, corn, and many other plants. All students studying at SMP 1 Mila come from the families

whose parents are farmers. Therefore, they are not motivated to study, specifically, English. The participants of this study are the third grade students at junior high school (SMP 1) Mila.

1. *Population*

Before the sample was collected, the researcher had to determine the Population. According to Creswell (2017), Population is geographic generalisation there are: object/subject has the quality, and certain of characteristic that set by the researcher to learning then make the conclusion. The whole students in junior high school (SMPN) 1 in Mila consist of 210 students ,97 males, and 113 females. The Population of this study is third grade students consist of 64 students.

Table 3.2.
The number of students SMP 1 Mila

Class	Man	Women	Number of Students
VII A	10	13	23
VII B	10	12	22
VII C	10	11	22
TOTAL	30	37	67
VIII A	13	13	24
VIII B	10	16	26
VIII C	9	18	27
TOTAL	32	47	79
IX A	11	7	18
IX B	12	10	22
IX C	12	12	24
TOTAL	35	29	64
Total	97	113	210

2. Sample

The selection of the sample is a very important step in conducting research. Salkind (2010) states that sample is a set of population. The population can be a set of people, animals or things. Actually the researcher choose 25-30 students as a sample but, because of the pandemic each class consist of 13 students only. In this research, 13 students of third grades are taken as a sample. In this research, the purposive sampling technique was used. According to Salkind (2010), purposive sampling is the process of selecting a sample by determining certain criteria.

C. Technique of Data Collection

Regarding to Creswell (2012, p. 14), an instrument is a tool for measuring, observing, and documenting quantitative data. This research used an experimental method to get the data. The test was needed for this study to get the data of improvement in vocabulary by teaching through short story, the researcher gave a pre-test, post-test and questionnaire for the participants.

1. *Test*

Test is one of the data collecting technique to measure students' knowledge, intelligence, or ability. The researcher used the achievement test. Achievement tests are widely used in educational research, as well as in the school system. It used to measure what an individual has learned. Achievement tests measure mastery and proficiency in a different area of knowledge (Donal Ary, 2010). The researcher constructed the vocabulary questions. However, the advantage of a researcher-made test is to know the differences of students' abilities.

The first instrument was the vocabulary test. The researcher started the research by conducting the pre-test. It aims to know the vocabulary ability of students before the treatment. The questions which can be divided into two forms, first was matching forms, there consisted of 20 questions and the second was translating form consisted of 30 questions. The researcher gave 60 minutes to answer the questions. After the pre-test, the researcher gave treatment. Then after three days of treatments the researcher gave post-test for students to know the difference between pre-test and post-test.

2. *Questionnaire*

In order to get the response of respondents toward the treatment of short story implementation in teaching vocabulary, it is necessary to use the questionnaire. The students should answer five statements were provided in the questionnaire. The researcher gave the students 30 minutes to fill the questionnaire. In measuring each item of the questionnaire, the researcher measured it by using Likert Scale. Likert scales are a non-comparative scaling technique and only measure a single trait in nature. Respondents are asked to choose their level of agreement from statement of questionnaire. and it ordered five responses levels. They are as follows:

1. Strongly Disagree (SD) 2. Disagree (D) 3. Neutral (N) 4. Agree (A) 5. Strongly Agree (SA)

D. The Technique of Data Analysis

In collecting data, the researcher taught vocabulary in English class by using a short story technique for the third grade of junior high school 1 in Mila. three meetings were conducted for this experiment.

Calculating the average score of pre-test and post-test :

$$X : \sum \frac{fx}{N}$$

X : Mean
Fx : Total score of frequency
N : the number of sample

Finding out the significant difference between pre-test and post-test.

$$t = \sqrt{\frac{md}{\frac{\sum x^2 d}{N(N-1)}}}$$

t = t-score

Md = mean of differences between pre-test and post-test

$\sum X^2 d$ = amount of quadrate deviation

N = total students

To analyse the result from the questionnaire, the researcher classified the data. Those answers are presented in the form of frequency observed. After the researcher calculated the frequency of each option, then computed it into percentage calculation as follows :

$$P = \frac{F}{N} X\ 100\%$$

P   : percentage

F   : frequency

N   : Number of sampling

100%   : constant value

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discussed the findings and discussion of the research to answer the research question that has been mentioned in chapter I. The data were obtained from the instruments, which are tests, and questionnaire.

A. FINDING

1. The result of test

The researcher provides the result of pre-test and post-test to answer the first research question, the data were specifically elaborated by mean scores whether to see the differences result before and after treatment. The pre-test data is presented in the table as follows :

Table 4.1

Table of students' pretest score

No	Students' Initial	Gender	Pre-test Score
1.	AMS	F	14
2.	AC	M	18
3.	FU	F	20
4.	F	M	44
5.	HA	F	20
6.	MR	F	32
7.	MA	M	24

8.	MH	M	24
9.	MS	M	28
10.	MS	M	24
11.	N	F	16
12.	NH	M	22
13.	R	M	22
Total	13		308

The students' pre-test score above can be presented in the table of frequency distribution below.

Table 4.2

Table of the percentage of students' pre-test score

Score Range	Students' Frequency	Students' Percentage
14-21	5	38,46%
22-29	6	46,15%
30-37	1	7,69%
38-45	1	7,69%
Total	13	100%

The table 4.2 indicates that the lowest score got by students in pre-test is 14, therefore the lower score is started from 14. From the table presented above, it shows that the students in interval 14-21 (38,45%) is 5 students, the students in interval 22-

29 (46,17%) is 6 students, the students in interval 30-37 similar to 38-45 (7,69%) is 1

student.

Then from the table above, the mean score of pre-test can be calculated as follows :

$$X : \Sigma \frac{fx}{N}$$

x : 308 / 13

x : 23,69

the mean score is calculated by dividing the sum of frequency with the total

number of students. The result is 23,69 as the mean score of pre-test. This calculation

result shows that the students' vocabulary average is still low, that is 23,69.

Table 4.3

Table of students' post-test score

No	Students' Initial	Gender	Post-test Score
1.	AMS	F	58
2.	AC	M	32
3.	FU	F	76
4.	F	M	56
5.	HA	F	64
6.	MR	F	78
7.	MA	M	52
8.	MH	M	40
9.	MS	M	54
10.	MS	M	52
11.	N	F	70

12.	NH	M	46
13.	R	M	50
Total	13		728

The students' pre-test score above can be presented in the table of frequency distribution below.

Table 4.4

Table of the percentage of students' post-test score

Score Range	Students' Frequency	Students' Percentage
32-39	1	7,69%
40-48	2	15,38%
49-57	5	38,46%
58-66	2	15,38%
67-74	1	7,69%
75-82	2	15,38%
Total	13	100

The table 4.4 shows that, the minimum score got by students in post-test is 32, therefore the lower score of the interval is started from 32. From the table above shows that, the score range 32-39 similar to 67-74 (7,69%) is 1 student only, the score range 40-48 similar to 58-66 (15,38%) 2 students, and score range 49-57 (38,48%) is 5 students. The highest score range is 75-82 (15,38%) is 2 students.

Then from the table above, the mean score of post-test can be calculated as follows :

$$X : \Sigma \frac{fx}{N}$$

x : 728 / 13

x : 56

The mean score is calculated by dividing the sum of frequency with the total number of students. The result is 56 as the mean score of post-test. This calculation result shows that the improvement of post-test. From 23,69 in pre-test to 56 in post-test. In short, the students' achievement mean score improved 32,31 points.

Table 4. 5

The Students' Scores of Paired Vocabulary Pre-test and Post-test

No	Initials' Name	Pre-Test	Post-Test
1	AM	14	58
2	N	16	70
3	AC	18	32
4	HA	20	64
5	FU	20	76
6	NH	22	46
7	R	22	50
8	MA	24	52
9	MS	24	52
10	MH	24	40
11	MS	28	54
12	MR	32	78

13	F	44	56

➤ Hypothesis:

H$_0$: assumes that there is no significant difference between pre-test and post-test

Ha : assumes that there is a significant difference

Table 4.6

Comparison score by using T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	23.69	13	7.739	2.147
	posttest	56.00	13	13.392	3.714

Paired Samples Test

		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	pretest – posttest	-32.308	14.919	4.138	-41.323	-23.292	-7.808	12	.000

t table:

$$t_{\alpha/2, n-1} = t_{0.05/2, 13-1} = t_{0.025, 12} = 2{,}179$$

From the table above the statistical test $t = -7{,}808$. Because t value $< -t$ tabel $(-7{,}808 < -2{,}179)$. So, it can be concluded that there is the differences between pre-test and post-test score.

2. The Result of Questionnaire

The researcher provides the result of questionnaire to answer the second research question. There are five items of questionnaire that was given to students of class XIA after the treatments and tests. The data is presented in the table as follow :

Table 4.7

The Result of Close-Ended Questionnaires

No	Questions	Frequency (F)					Percentage(%)				
		SA	A	N	D	SDS	SA	A	N	D	SDS
1	Short story motivated me to learn English	12	1	-	-	-	92,3	7,69	-	-	-
2.	I can understand the material being taught by teacher using short story	11	2	-	-	-	84,62	15,38	-	-	-
3.	Short story make me interested in jointing the lesson from begining to the end	11	2	-	-	-	84,62	15,38	-	-	-
4	Short story help me remember the vocabulary.	11	2	-	-	-	84,62	15,38	-	-	-
5	Learning by using short story is the most effective method to improve my English vocabulary	10	1	-	2	-	76,93	7,69	-	,38	-
	Total	55	8	-	2	-					
	Precentage						423,9	61,52	-	15,38	

The table 4.7 shows that, the first questionnaire is (92,3%) 12 students strongly agree that learning by using short story motivated them to learn English. However, the second, third and fourth questions have the same result, (84,62%) 11 students strongly agree and (15,38%) 2 students agree.

The last question shows that (84,62%) 11 students agree of the statement that learning by using short story is the most effective method to improve their English language and (15,38%) 2 students disagree.

it means that the positive answers were higher than the negative answers. This proved that the use of short story could improve students' English vocabulary.

B. Discussion

The research was aimed to answer the question about the improving vocabulary through teaching short story in rural area whether it can enrich the students' English vocabulary at third grade or not, the researcher tested the null hypothesis (Ho) which stated that the use of short story cannot improve the students' English vocabulary and research hypothesis (Ha) means the use of short story can enrich the students' English vocabulary.

From the t-Test result the mean pre-test score is 23,69 and the mean post-test score is 56. Because t-score $< -t$ tabel $(-7,808 < -2,179)$, so it can concluded that the hypothesis (H_0) is rejected and the hypothesis (Ha) is accepted.

However, the second research question about the students' perception toward the use of short story in developing their English vocabulary. 100% (13 students) agree that short story motivated them in learning English and easier for them to remember vocabulary. The researcher found that the students can understand the material being taught by teacher using short story. In the other hand, the data showed that 15,38% disagree for learning by using short story is the most effective method to improve their English vocabulary.

Reading a short story is an important process of enhancing learner's learning capacity and personal growth. Besides that, providing learners with a variety of texts that interest them can enhance their enjoyment in learning and acts as sufficient motivation to encourage learners to share their personal responses, help in developing learner's capability to use English and respond or give expression to real and imaginative experience in their daily life (Nazara, 2019).

Oktaviani (2019), conducted a study on teaching vocabulary through short story at tenth grade students in MAN 2 Cilegon. The participants of this study were 30 students. The finding reported that some students were lack of vocabulary mastery that can be proved from pre-test score, however the researcher used short story as a treatment. Meanwhile, tenth grade students got a better score in the post test.

Halimah's (2016) finding also indicated that on teaching vocabulary using short story for seven grade students could improve students' vocabulary in learning English. And also the students become more active in learning process otherwise the

teaching materials which are taught to them were relevant and familiar to students' daily life.

Dewi's finding (2010) in scope of learning vocabulary through story she found that, students of SMP Ta'mirul Islam Surakarta had difficulties in pronounce the word. In order to make an improvement of vocabulary, the researcher applied short story in teaching vocabulary and the result was short story can improve students' vocabulary and the students can easily pronounce the words.

Normaliza and Norazurah (2018), conducted a study to investigate the student problem in mastering vocabulary. The result of the study were reported that short story using the phone application had helped the subjects in understanding the story. Thus, the short story using a phone application has also managed to enhance subjects in learning the second language.

Maria's research (2020), indicated that using stories and pre-teaching vocabulary is sufficient, particularly over time. The effect of teaching English through stories in EFL contexts allows elementary school students to develop vocabulary in this language.

Pardede's (2011), stated that the majority of English teachers training students found short stories interesting to use both as materials for self-enjoyment and of as components language skill classes. The findings proved that only 0.37% of the responses went into "Disagree" criterion; and 18.4%, "Neutral". The other 81.5% went into the criteria of "Agree" and "Strongly Agree".

In this study the researcher investigated the improvement of using short story by using experimental research in rural area. Although many studies have been carried out to investigate the use of short stories to develop students' vocabulary, studies focusing on students' rural area are still rare.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data was obtained by the researcher, the students junior high school in rural area specifically in Mila has successfully applied vocabulary learning through short story. The result of t-Test shows that the values of t-score is $-7,808$ and t-table is -2.179 on degree of significance is 0.05. It means that t-score is higher than t-table. Therefore, the research hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. In short the use of short story improve English vocabulary in rural area. Furthermore, the researcher got positive result of questionnaire. The students understand the material and enjoy the learning process.

B. Suggestion

After discussing the findings of the research, some recommendations can be drawn as follows.

1. Teachers

After knowing the previous knowledge of the students in rural area, the teachers should deeply care about the technique or strategy applied in teaching and learning process. Then, teacher also should actively encourage students to practice the vocabularies they learned in classroom, unless the new vocabularies will be forgotten soon by the students.

2. Students

The researcher suggest students should practice the vocabularies in classroom or outside classroom. So they can remember the vocabularies easily.

3. Future Researchers

This study focuses on vocabulary and short story, hopefully the future researcers can investigate more about vocabulary elaborates with other skills and they can apply a new technique to make students interested in learning English.

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A. Appendix

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-652/UN.08/FTK/KP.07.6/01/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2019

MEMUTUSKAN

Menetapkan	:	
PERTAMA		Menunjuk Saudara:

1. Fitriah, M. Pd   Sebagai Pembimbing Pertama
2. Drs. Amiruddin, M.Pd   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Mimi Tarina**
NIM	:	**160203064**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Developing Students' Vocabulary through Short Story in Rural Area**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
KEEMPAT	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di:	Banda Aceh
Pada Tanggal:	24 Januari 2020

An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

B. Appendix

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor   : B-12488/Un.08/FTK.1/TL.00/11/2020
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
SMPN 1 Mila

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **MIMI TARINA / 160203064**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang   : Pango Raya Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Developing Students' Vocabulary through Short Story in Rural Area***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 16 November 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 16 November 2021

Dr. M. Chalis, M.Ag.

C. Appendix

PEMERINTAH KABUPATEN PIDIE
DINAS PENDIDIKAN
SMP NEGERI 1 MILA
Jalan Jabal Ghafur – Mila Telp. (0653) 23132

S U R A T KETERANGAN
Nomor : 800/291/ 2020

Kepala Sekolah Menengah Pertama (SMP) Negeri 1 Mila, Kecamatan Mila Kabupaten Pidie menerangkan:

Nama	: **MIMI TARINA**
NPM	: 160203064
Fakultas	: Tarbiyah
Prodi	: Pendidikan Bahasa Inggris
Semester	: IX

Benar yang tersebut namanya diatas telah melaksanakan penelitian tentang " *Developing Students' Vocabulary through Short Story in Rural Area* " pada SMP Negeri 1 Mila, mulai tanggal 16 s.d. 18 November 2020.

Adapun penelitian tersebut untuk melengkapi syarat-syarat Penyusunan Skripsi.

Demikian Surat Keterangan ini kami perbuat agar dapat digunakan seperlunya.

Mila, 26 November 2020
Kepala Sekolah,

MUSLEM, S.Pd, M. Si
Nip.19661231 199003 1 037

D. Appendix

Pre-Test

A. Match the following words with the correct answer !

1.	Drive	Sawah
2.	Old	Kebun
3.	Show	Sore
4.	Travel	Benci
5.	Evening	Mengirim
6.	Big	Perawat
7.	Hate	Ruangan
8.	Send	Kota
9.	Arm	Berpergian
10.	Nurse	Sore
11.	Room	Lengan
12.	City	Ikan
13.	Children	Cantik
14.	Grandfather	Sungai
15.	Fish	Mahkota
16.	Farm	Anak-anak
17.	Garden	Menunjukkan
18.	Beautiful	Tua
19.	River	Mengemudi
20.	Crown	Kakek

B. Translate the following words into Indonesia language !

1. Home :
2. Father :
3. See :
4. Car :
5. Weak :
6. Lady :
7. Farmer :
8. Day:
9. Woman :
10. Invite :
11. Card :
12. Tomato :
13. Hometown :
14. Hospital :

15. Study :
16. Sleep :
17. Rich :
18. Queen :
19. King :
20. Easy :
21. Small :
22. Ugly :
23. Plant :
24. Library :
25. Friend :
26. Come :
27. Hand :
28. Head :
29. Good :
30. Money :

Post-Test

A. Match the following words with the correct answer !

1.	Road	Menjawab
2.	Stop	Sembilan
3.	Want	Mobil
4.	Go	Mau
5.	Car	Jalan
6.	Answer	Berhenti
7.	Twelve	Pergi
8.	House	Melihat
9.	Look	Berpergian
10.	Sun	Rumah
11.	Turn around	Dua belas
12.	Nine	Dokter
13.	Left	Pria tua
14.	Travel	Rumah sakit
15.	Ask	Mengendarai
16.	Old man	Menunjukkan
17.	Drive	Kiri
18.	Show	Meminta
19.	Hospital	Matahari
20.	Doctor	Putar arah

B. Translate the following words into Indonesia language !

1. Injection :
2. First :
3. Evening :
4. Get :
5. Morning :
6. Young :
7. Nurse :
8. Come :
9. Bed :
10. Give :
11. Where :
12. Look :
13. Said :
14. Let :
15. Choose :
16. Before :
17. Now :
18. Hurry :
19. Smile :
20. Really :
21. Feel :
22. Arm :
23. Better :
24. Patient :
25. Traveller :
26. Around :
27. Country :
28. Hotel :
29. Lady :
30. Car :

Questionnaire

No	Questions	Frequency (F)				
		SA	A	N	D	SD
1.	Short story motivated me to learn English					
2.	I can understand the material being taught by teacher using short story					
3.	Short story make me interested in jointing the lesson from begining to the end					
4.	Short story help me remember the vocabulary.					
5.	Learning by using short story is the most effective method to improve my English vocabulary					

RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH   : SMPN 1 Mila
MATA PELAJARAN   : Bahasa Inggris
KELAS / SEMESTER   : IX / II
MATERI POKOK   : Teks Naratif terkait short story (vocabulary)
ALOKASI WAKTU   : 3 Pertemuan (6JP)
A.**KOMPETENSI DASAR DAN INDIKATOR**

KOMPETENSI DASAR	INDIKATOR
3.7. Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.7.Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan tekas naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales.	3.7.1.Mengidentifikasi fungsi sosial teks naratif terkait short story. 3.7.2.Mengidentifikasi struktur teks naratif teks naratif terkait short story. 3.7.3.Mengidentifikasi unsur kebahasaan dan vocabulary teks naratif terkait short story. 4.7.1.Memahami teks narrative sederhana 4.7.2. Berdiskusi terkait vocabulary di dalam teks yang di berikan 4.7.3. Bercerita kembali text narrative yang telah diberikan dengan Bahasa sendiri

B. TUJUAN PEMBELAJARAN

Melalui pendekatan Contextual Teaching Learning (CTL) dengan menggunakan model pembelajaran Discovery Learning, peserta didik dapat *mengidentifikasi* fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan menyatakan *harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi*, serta peserta didik dapat *menulis dan mempraktikkan* teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, dan menanggapinya, dengan memperhatikan unsur kebahasaan dan memiliki perilaku jujur, disiplin, tanggung jawab, peduli, kerja sama, toleran, santun, responsif, dan pro-aktif.

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

3.7.1.Mengidentifikasi fungsi sosial teks naratif terkait short story.

3.7.2.Mengidentifikasi struktur teks naratif terkait short story.

3.7.3.Mengidentifikasi unsur kebahasaan dan vocabulary teks naratif terkait short story.

4.7.1. Memahami narrative text terkait short story

4.7.2. Berdiskusi terkait vocabulary di dalam teks yang di berikan

4.7.3. Menceritakan kembali teks naratif dengan bahasanya sendiri.

C. MATERI PEMBELAJARAN

Materi Reguler

Teks naratif, berbentuk cerita pendek dan sederhana (A traveler and an old man, A Patient and a nurse)

Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita.

Struktur teks

(gagasan utama dan informasi rinci)

a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).

b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.

c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)

d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih

e. Memberikan alasan atau komentar umum (reorientasi), opsional.

Unsur kebahasaan

(1) Tata bahasa: Simple Past tense, Past Continuous Tense

(2) Kalimat langung dan tidak langusng

(3) Kosa kata: benda dan tindakan yang terkait dengan kehidupan tokoh cerita.

(4) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb.

(5) Adverbia dan frasa preposisional penujuk waktu: *a long time ago, one day, in the morning, the next day*, *immediately*, dsb.
(6) Ucapan, tekanan kata, intonasi
(7) Ejaan dan tanda baca
(8) Tulisan tangan

Topik
Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

D. LANGKAH-LANGKAH PEMBELAJARAN
Indikator Pencapaian pada pertemuan-1 :
3.7.1.Mengidentifikasi fungsi sosial teks naratif terkait short story.
3.7.2.Mengidentifikasi struktur teks naratif teks naratif terkait short story.
3.7.3.Mengidentifikasi fungsi sosial teks naratif terkait short story.
4.7.1. Memahami teks sederhana short story

KEGIATAN PEMBELAJARAN
Pertemuan 1 dan 2 (4 JP)

Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan		1. Guru memberi salam kepada seluruh peserta didik . 2. Guru meminta salah satu peserta didik untuk memimpin doa. 3. Guru mengajukan pertanyaan terkait tema yang akan dipelajari. 4. Guru mengaitkan materi pelajaran dengan pengalaman peserta didik. 5. Guru menyebutkan tujuan pembelajaran.	10 menit
Kegiatan Inti	Discovery Learning: ✓ Stimulation	Memuat kegiatan **Mengamati dan menanya** Mengamati 1. Peserta didik mmperhatikan cerita pendek *a travel and an old*	60 menit

		man yang dibacakan oleh guru. 2. Peserta didik menirukan guru membaca teks secara lengkap, bermakna dan jelas, tekanan kata dan intonasi yang baik dan benar. 3. Peserta didik mengamati kata yang sulit di pahami dan mendiskusikannya dengan group. b.Menanya 1. Peserta didik menyimak pertanyaan guru. 2. Peserta didik menanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan dari cerita tersebut. 3. Peserta didik menyimak pernyataan guru. 4. Peserta didik menanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan dari cerita tersebut.	
	✓ Problem statement		
	✓ Data Collection	• Peserta didik merefleksi diri dengan menanyakan hal hal penting terkait teks naratif teks naratif terkait fairy tales..	
		Mengumpulkan informasi/experimenting • Peserta didik mencari dan mengumpulkan informasi	

	✓ Data processing ✓ Verification	dari cerita pendek dan sederhana dari beberapa sumber. • Peserta didik mencari dan mengumpulkan informasi dari cerita rakyat pendek dan sederhana dari beberapa sumber.	
	✓ Generalization	**Menalar/mengasosiasi** • Peserta didik menjelaskan cerita pendek dengan bahasa mereka sendiri. **Mengomunikasikan** • Peserta didik menyatakan kesulitan yang dihadapinya selama proses menulis kepada guru. • Peserta didik membacakan cerita pendek dan sederhana dengan bahasa mereka sendiri didepan kelas.	
Kegiatan Penutup		a. Peserta didik bersama guru membuat simpulan b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Guru memberikan umpan balik proses dan hasil pembelajaran d. Memberi tugas selanjutnya e. Menyampaikan rencana pembelajaran pada pertemuan mendatang	10 menit

LANGKAH-LANGKAH PEMBELAJARAN
Indikator Pencapaian pada pertemuan ke 3 :
4.7.1.Memahami teks narrative sederhana terkait short story.
4.7.2. Berdiskusi terkait teks short story yang di berikan

4.7.3. Bercerita kembali text narrative terkait short story yang telah diberikan dengan Bahasa sendiri

KEGIATAN PEMBELAJARAN
Pertemuan 3 (2 JP)

Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan		1. Guru memberi salam kepada seluruh peserta didik . 2. Guru meminta salah satu peserta didik untuk memimpin doa. 3. Guru mengajukan pertanyaan terkait tema yang akan dipelajari. 4. Guru mengaitkan materi pelajaran dengan pengalaman peserta didik. 5. Guru menyebutkan tujuan pembelajaran.	10 menit
Kegiatan Inti	Discovery Learning: ✓ Stimulation	Memuat kegiatan **Mengamati dan menanya** Mengamati 1. Peserta didik mmperhatikan cerita pendek *a patient and a nurse* yang dibacakan oleh guru. 2. Peserta didik menirukan guru membaca teks secara lengkap, bermakna dan jelas, tekanan kata dan intonasi yang baik dan benar. 3. Peserta didik mengamati kata yang sulit di pahami dan mendiskusikannya dengan group b.Menanya 1. Peserta didik menyimak pertanyaan guru. 2. Peserta didik menanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan dari cerita	60 menit

		tersebut.	
		3. Peserta didik menyimak pernyataan guru.	
		4. Peserta didik menanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan dari cerita tersebut.	
✓ Problem statement			
✓ Data Collection		• Peserta didik merefleksi diri dengan menanyakan hal hal penting terkait teks naratif teks naratif terkait fairy tales..	
		Mengumpulkan informasi/experimenting	
✓ Data processing ✓ Verification		• Peserta didik mencari dan mengumpulkan informasi dari cerita pendek dan sederhana dari beberapa sumber. • Peserta didik mencari dan mengumpulkan informasi dari cerita rakyat pendek dan sederhana dari beberapa sumber.	
✓ Generalization		**Menalar/mengasosiasi** • Peserta didik menjelaskan cerita pendek dengan bahasa mereka sendiri.	

		Mengomunikasikan	
		• Peserta didik menyatakan kesulitan yang dihadapinya selama proses menulis kepada guru. • Peserta didik membacakan cerita pendek dan sederhana dengan bahasa mereka sendiri didepan kelas.	
Kegiatan Penutup		f. Peserta didik bersama guru membuat simpulan g. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan h. Guru memberikan umpan balik proses dan hasil pembelajaran i. Memberi tugas selanjutnya j. Menyampaikan rencana pembelajaran pada pertemuan mendatang	10 menit

E.Penilaian, Pembelajaran Remedial dan Pengayaan
1.Penilaian
Pengetahuan

   2.1 Tes Tulis
     a.   Teknik Penilaian   : Tes Tertulis
     b.   Bentuk Instrumen   : Pilihan Ganda
     c.   Kisi-kisi   :

No.	Indikator	Butir Instrumen
1.	Disajikan teks rumpang narrative, PD mampu menentukan kata yang tepat untuk melengkapinya dengan benar	Soal No. 1 – 4
2.	Disajikan teks narrative, PD mampu menentukan struktur teks dengan benar	Soal No. 5
3.	Disajikan teks narrative, PD mampu menentukan fungsi sosial dengan benar	Soal No.6

     d.   Instrumen: lihat *Lampiran 1*

     e.   Pedoman penskoran: Setiap jawaban benar diberi skor 1 (satu)

   2.   Keterampilan

a.   Teknik Penilaian : Unjuk Kerja
b.   Bentuk Instrumen : Tes Keterampilan Berbicara
c.   Kisi-kisi:

No.	Keterampilan/Indikator	Butir Instrumen
	Secara individu peserta didik menceritakan kembali teks narrative berdasarkan hasil kerja kelompok	1

d.   Instrumen:
Rubrik untuk penilaian keterampilan berbicara.

ASPEK	KETERANGAN	SKOR
Pelafalan	• Sangat jelas sehingga mudah dipahami • Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi • Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh • Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	
Tatabahasa	• Tidak ada atau sedikit kesalahan tatabahasa • Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna • Sering membuat kesalahan sehingga makna sulit dipahami • Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami	
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat • Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi • Sering menggunakan kosakata yang tidak tepat • Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi	
Kelancaran	• Sangat lancar. • Kelancaran sedikit terganggu oleh masalah bahasa • Sering ragu-ragu dan terhenti karena keterbatasan bahasa • Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	

e.   Pedoman Penskoran:

$$NA = \frac{SkorPerolehan}{SkorMaksimal} X\, 4$$

F. **Media/Alat, bahan dan sumber belajar**
1. Media/alat   : Papan Tulis, Spidol, Paper/bahan print out dari internet
2. Bahan   :Teks narrative
3. Sumber belajar   : Buku *English Academic Purpose*
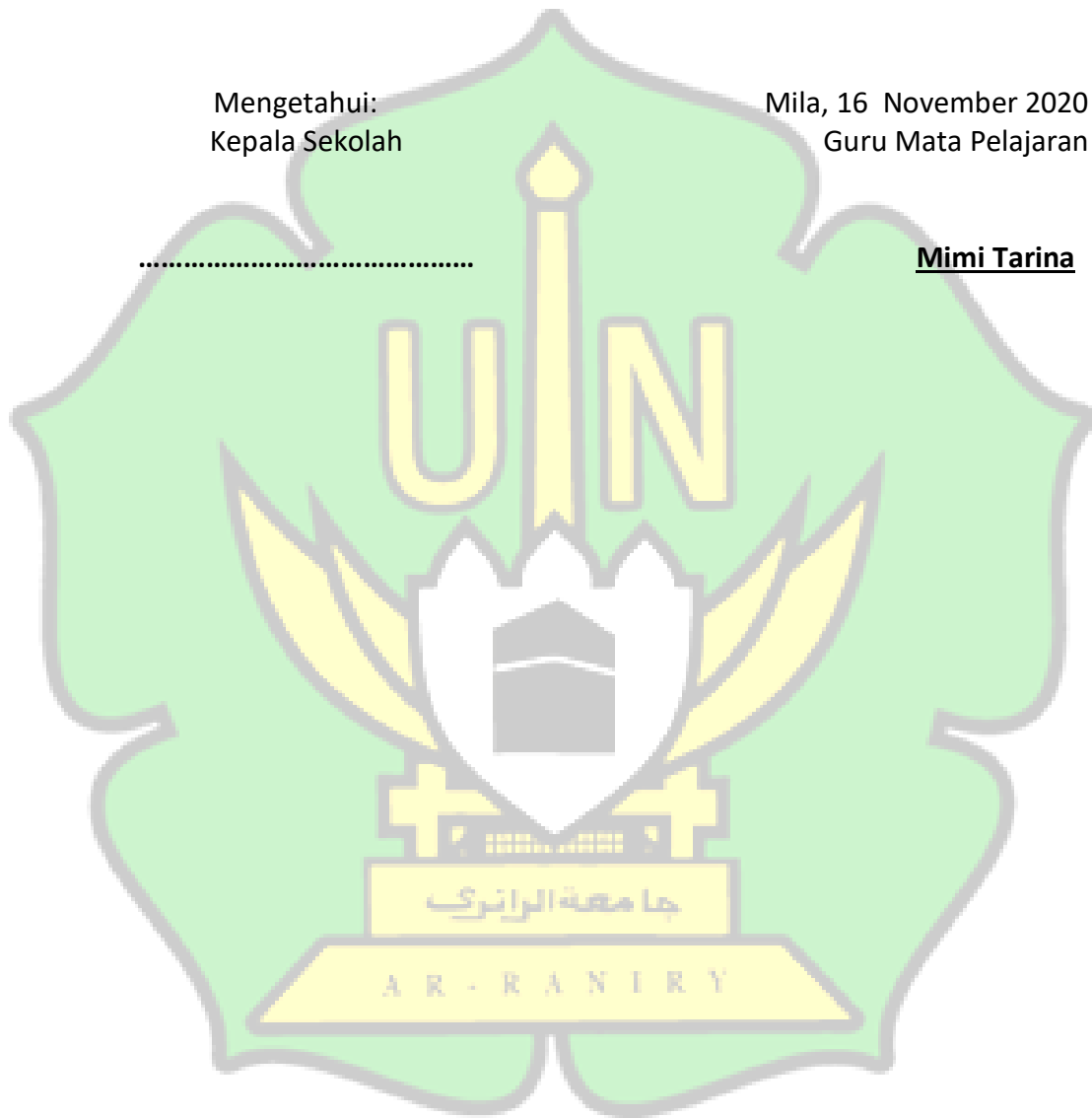   Penerbit: UIn Ar-Raniry.

G. **Pendekatan, Model dan Metode Pembelajaran**
 1. Pendekatan : Saintifik
 2. Model : Discovery Learning
 3. Metode : Diskusi, Tanya Jawab dan Bermain Peran

Mengetahui: Mila, 16 November 2020
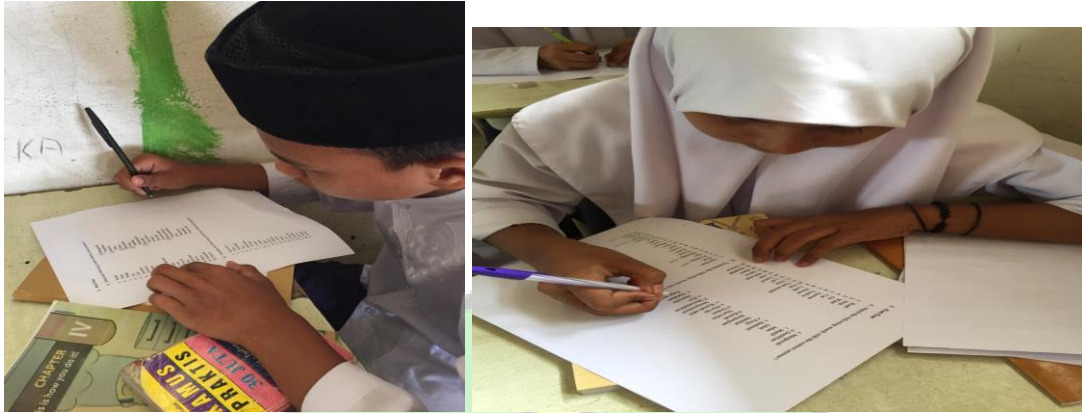Kepala Sekolah Guru Mata Pelajaran

…………………………………… **Mimi Tarina**

(Pre-test situation in SMPN 1 Mila)

(Treatment in SMPN 1 Mila)

(Post-test situation in SMPN 1 Mila)