THE USE OF STORYTELLING TECHNIQUE AND WORD MAPS METHOD TO ENHANCE STUDENTS' VOCABULARY

THESIS

Submitted by:
SHIFA RAHMI

Student of Faculty of Education and Teacher Training
Department of English Language Education
Reg. No : 231324236

FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM - BANDA ACEH
2018 M / 1439 H

THESIS

Submitted to Faculty of Education and Teacher Training of UIN Ar-Raniry

Darussalam Banda Aceh as a Partial Fulfillment

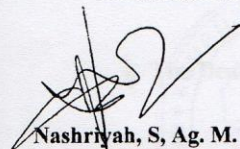of the Requirements for Sarjana Degree (S-1)
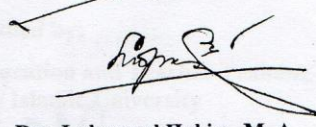
on Teacher Education

By:

SHIFA RAHMI
The Student of English Language Education
Faculty of Education and Teacher Training
Reg. No. 231 324236

Approved by:

Main Supervisor

Nashriyah, S, Ag. M. A
NIP.196908191999032003

Co-Supervisor

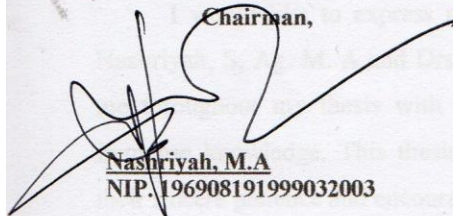Drs. Lukmanul Hakim, M. A
NIP. 196208081991031002

It has been defended in *Sidang Munaqasyah* in front of the council of
Examiners for Working Paper and has been accepted
in Partial Fulfillment of the Requirements for
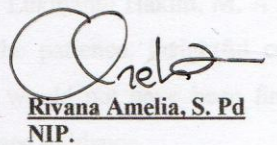*Sarjana* Degree S-1 on Teacher Education

On:

Friday, January 19th, 2018 M
Rabiul Akhir 27th, 1439 H

Darussalam – Banda Aceh
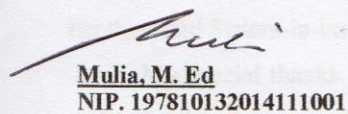
Chairman,   Secretary,
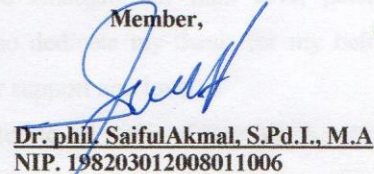
Nashriyah, M.A   **Rivana Amelia, S. Pd**
NIP. 196908191999032003   NIP.

Member,   Member,

Mulia, M. Ed   **Dr. phil. SaifulAkmal, S.Pd.I., M.A**
NIP. 197810132014111001   NIP. 198203012008011006

Certified by:
The Dean of Faculty of Education and Teacher Training
Ar-Raniry State Islamic University
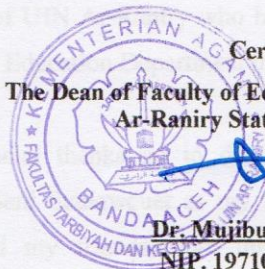
Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001

ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

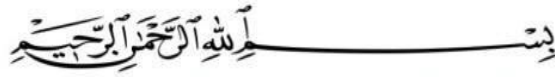All praises be to Allah, The Almighty, Who has given me the health and opportunity to write and to finish this thesis. Peace and salutation be upon our prophet Muhammad saw, who has brought human beings from the darkness into the lightness.

I would like to express my sincere gratitude to my supervisors; Nashriyah, S, Ag. M. A and Drs. Lukmanul Hakim, M. A for supporting me throughout my thesis with the patience, insightful comments, and immense knowledge. This thesis would not have been finished without their sincere patience and encouraged guidance.

Then I would like to express my gratitude and appreciation to my beloved parent, Usman Muda and Khatijah, for their love, patience, attention, support and caring. I also dedicate my thesis for my beloved Brothers and Sisters-in-law for their support and love.

My special thanks are directed to all staffs of English Department and all the lecturers both English Department and non English Department lecturers; and all the staff of Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry who helped and guided her during her study in English Education Department of UIN Ar-Raniry.

Banda Aceh, Jan 07th 2018

Shifa Rahmi

TABLE OF CONTENTS

CHAPTER I: INTRODUCTION

CHAPTER II: LITERATURE REVIEW

CHAPTER III: RESEARCH METHODOLOGY

CHAPTER IV: DATA ANALYSIS AND DISCUSSION

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDICES

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama   : Shifa Rahmi

NIM   : 231324236

Tempat/tanggal lahir   : Pidie / 8 Agustus 1995

Alamat   : Jl. Arifin Ahmad, No. 19G, Ie Masen Kayee Adang,

                                Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul: The Use Of Storytelling Technique and Word Maps Method adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya seluruhnya menjadi tanggungjawab saya.

Demikianlah surat penyataan ini saya buat dengan sesungguhnya.

Banda Aceh,10 Januari 2018

Saya yang membuat pernyataan,

(Shifa Rahmi)

ABSTRACT

This research is aimed to find out out the effectiveness of using storytelling technique and word maps method in improving the students' ability in vocabulary at the first year students of SMPN 2 Indrajaya. The sample of this study was the students of VII.8 class who are consisting of 21 students. To achieve the goal of this study, the researcher did experimental teaching. It was carried out in one class pre-test and post-test design as an experimental class. The result of the research showed that there was improvement of students' vocabulary where the mean score of pre-test was 74, and the post-test was 81. The score proved that the mean scores of post-tests were higher than pre-tests. It means that the improvement was 91%. This also indicated that the teaching by using Storytelling Technique and Word Maps Method can be applied as one of technique and method to improve students' vocabulary.

Keywords: *Storytelling Technique, Word Maps Method, Students' Vocabulary, Animals Text, Thing Text, Experimental Study.*

CHAPTER I

INTRODUCTION

A. Background of Study

Words are our tool to communicate each others. When you are learning a new language, it's really important to keep learning new words to improve your vocabulary. When you learn new words you need to try and use them as soon as you can so they will become part of your active vocabulary. According to Melieta (2016) vocabulary is one of the essential aptitudes that should be well understood by the learners in learning new language. Vocabulary takes the inseparable role in a language. It exists in the four fundamental skills for arranging the sentences. Vocabulary mastery helps the people to communicate well, to understand the meaning of words, and to pronounce fluently.

It is clear that vocabulary is the most important language element in comparison with others. If our vocabularies are good, it will be easy for us to master other language skills. Then, we will be able to communicate or write in English. Conversely, the children with a limited vocabulary will face a lot of problems in their educational progress. The main effect of lack of vocabulary will be seen in poor reading comprehension, as children struggle to catch the meaning from reading passages.

Unfortunately, many teachers tend to stress teaching mostly in grammatical rules without giving the clear explanation of how to recognize the meaning of words. Commonly, in teaching vocabulary the teachers ask the

students to look for the unfamiliar words and find the meaning of words in the dictionary. In this case, the common technique used by the teachers is memorizing technique. The technique tends to stress teaching on how students memorize the vocabulary they got from the learning process. In case of teaching reading process, the teachers bring their students to the reading activity, as well as memorizing vocabulary after reading. Another example is when they teach about writing, the students are required to have large number of vocabulary. Without having the vocabulary enrichment, the students will not be able to write and they cannot understand the meaning of words. As they are similar to speaking and listening, without mastering vocabulary, the students cannot achieve the outstanding skill in English. In consequence, vocabulary becomes a must for learners because it is the core of learning a new language.

The teachers should use the appropriate techniques to teach in vocabulary teaching. In teaching vocabulary, some techniques and methods can be applied, for example; role play, word formation, word puzzle, video of target vocabulary and etc. All the techniques and methods are good but some students may have different motivations, so that teachers should select techniques and methods of teaching vocabulary which make students interested in learning. One of good technique and method is storytelling technique and word maps method which supports clearly in learning. It is regarded that storytelling technique is to enrich materials for children learn about the world where they live in. Every real situation in life is tangible in the magical world of story; in fact whatever children learn in the story world can be practical in the real world. Stories

provide exciting situation for children to experience some problems and dangers which are inevitable in their future life then they teach children how to cope with such problems. Meanwhile word maps method helps students who have not learned the meaning of a large number of words, do not know how to identify parts of words that have meaning, do not know the meaning of word parts, and do not know how to use the meaning of word parts to predict the meaning of whole words. So the combining of this technique and method are good in teaching vocabulary.

In fact, children love stories. They love to tell them and to listen to them. All new textbook have lot of stories as a basis for language input. Stories are an excellent way to introducing new language or revising old chucks of language. Stories create magic and a sense of wonder at the world. Stories teach about life, about us and about others.

Story telling requires children to be active participants in the construction of meaning. Children get fully involved while listening to story and they also feel enjoy and satisfaction. When children listen to the story, in terms of comprehension response, they get involved in different types of mental processes. First, they create a mental picture of what they are listening to. Then, they can imagine what is going to happen next. Reading by way of books, children's stories, magazines, provide kids to new vocabulary. Due to this technique, students may find the new word that they do not understand of it.

But stories only are not enough, the words in the stories need to be mapped then it will be connected each others in their mind and the stories will not be forgotten. Yet, the researcher provides word maps method to solve vocabulary problem because this method is parallel with storytelling technique. The word mapping facilitates students in memorizing words in their memory, the more word the students can get from the stories, the more increase their vocabulary mastery becomes. If students can mastery a lot of words automatically student's language skill will increase too.

Through the application of story and word maps students can improve their vocabulary easier, because story can provide children with endless hours of fun and entertainment. Students can also learn about people and places, improving their understanding of and concern for all of humanity. Word maps method can help children overcome any vocabulary problem in the story.

The researcher chooses storytelling because it has been investigated by a number of researchers and teaching by way of it increase students' vocabulary mastery. First, the study conducted by Hassan Soeleimani (2013) investigated The Effect of Storytelling on Children's Learning English Vocabulary: A Case in Iran. This research has a little bit similarities with my research, he examines whether storytelling can affect children's vocabulary learning or not.

Second, a study conducted by Fina Wati (2012), investigated: The Use of Story Reading in Grammar-Translation Method in Increasing the Vocabulary. This research concluded that applying story reading in grammar-translation method can improve the students' vocabulary mastery.

Third, a study conducted by Hermi Muliani (2010) Entitled: The Use of Story Telling to Improve Students Vocabulary Mastery. In this case the research would like to emphasize the interesting way which is story telling as a technique in teaching vocabulary in which appropriate for children.

The researcher combine the technique with word maps method because word maps method also has been investigated by a number of researchers and argue that it is highly effective in teaching vocabulary. First, The previous research entitled "The Effect of Word-Map Technique on Iranian EFL Learners" Vocabulary Acquisition: A Response to help-Seeking Strategy (A Study in Azad University, Malayer, Iran) conducted by Ashraf Ronaghi (2015) explained that word mapping technique is very beneficial in improving learners' vocabulary. The result witnessed a dramatic growth of the students' performance in vocabulary learning due to the effect of word mapping technique, because the students who were taught based on this technique can enhance and improve their performance.

Second, a study conducted by Satuna (2015), investigated: the use of word mapping technique in teaching vocabulary in State Vocational School 1 Pamekasan (Accounting Department 1) is successful in classical category. It was found improving vocabulary mastery using word mapping technique had motivated the students to learn more effectively and enjoyable through their active participation in using English.

According to the previous study, most of them applied a technique only or a method only without combining both of it. Actually both technique and method are good to be applied in teaching learning but if only one be used it will be monotonous, that is why the researcher prefers to combine both of them. The researcher chooses those technique and method to prevent boredom in the classroom learning activity. Based on the previous research stated above, the researcher conducts a pre-experimental study in order to prove and find out whether there is an effect of the independent variable towards the dependent variable itself.

The study took place in SMP Negeri 2 Indrajaya, there were many reasons why the researcher chose this school as the object. One of the reasons was because the students still had limited vocabulary and it caused the students unable to speak in English, answer the exercise, and give response to the teacher's explanation. As the result, the class did not run well because of limited vocabulary. As a result, the students gained the low score below minimum standard score. This is the result why the researcher is interested in applying Storytelling technique and Word Maps method to investigate whether or not it is significant to enhance the vocabulary for those kinds of student. Therefore, the researcher conducted a pre experimental research on the seventh grade students of SMP Negeri 2 Indrajaya.

In short, by conducting this research, the researcher obtained quite much information that could hopefully help teachers maximize their teaching process and increase students' vocabulary mastery by the use of storytelling technique and

word maps method. Teachers need to concern more on how they can use the technique and method to manage the classroom effectively so that the students are engaged actively cooperated with their classmates to enhance their learning. It is expected that the more information the teachers can get from this research, the more effective their learning process becomes.

B. Research Questions

Based on the background above, the problem of this study can be formulated as follows: "What is the effect of using storytelling technique and word maps method in improving student's vocabulary?"

C. Hypothesis of Study

"Hypothesis is a tentative answer to a problem that is made through a research and formulated based on existing knowledge and logic, and whose validity is tasted through a research" (Mahsun, 2005, p. 64). As a tentative answer to the problem stated in research question, the hypothesis for this study is "Student's vocabulary mastery become better after conducting storytelling technique and word maps method".

D. The Aims of the Study

The aim of this study is to find out the effect of using storytelling technique and word maps method in improving the students' ability in vocabulary.

E. Research Significance

The study has a significant contribution to solve the students' problem in order to memorize English vocabulary with fun learning. For teacher it can be one of solutions or strategies used in teaching English vocabulary to avoid students being bored in learning vocabulary.

F. Operational Definition

1. Storytelling

Storytelling consists of two words, *story* and *telling*. Story is defined as a narrative or tale of real or fictitious events. According to Hale (1996:45) "Stories are nourishment for our hungry souls. Often stories are regarded as fictions that have elements of truth dressed up to make them more palatable. And telling means that having force or effect; effective; striking.

According to Gold and Gibson (2001, as cited in Soleimani, 2013) storytelling is the foundation of literacy development. They also state that it demonstrates the relationship between the printed word and meaning and invites the reader into a conversation with the author. From the above views regarding storytelling, the researcher concludes that it is students – centered technique based on activating their role in classroom activities and that leads to achieving the aims of the teaching and learning process. In addition, storytelling technique helps in achieving the educational goals because success in retelling enhances learners' mental efficiency and helps to overcome obstacles and to gain knowledge by

themselves. In this research, storytelling also means that a technique of the teacher in learning English by giving an anecdote story that completed by the pictures to make the students easier on comprehend the story. Here the researcher uses storytelling which is completed with a picture as a medium to make the children more easily to know the meaning of the words directly.

2. Word Maps

Word maps consists of two words, namely "word" and "map". As cited in Collins School Dictionary, the meaning of "word" is a unit of language, consisting of one or more spoken sounds or their written representation, that functions as a principal carrier of meaning. And the meanig of "map" is a drawing that gives you an information about a particular area.

According to Jones (2006), word maps is a visual organizer that helps students engage with and think about new terms or concepts in several ways. The new term goes in the middle of the map. Students fill in the rest of the map with a definition, synonyms, antonyms, and a picture to help illustrate the new concept. In this research, word maps is a method that used by the teacher to solve students' problem while they find out the difficult vocabulary in the story.

3. Vocabulary

Vocabulary means all words recognized and understood by particular person. The students who learn English should know some words and its meaning well. The vocabulary is limited to the concrete nouns. The items consist of words usually used by the children at home or at school. The researcher will focus on verb. When they find the meaning of its word, they may also get the other word which is the synonym or antonym of each word.

CHAPTER II

LITERATURE REVIEW

A. A Brief Description of Storytelling

Storytelling consists of two words, *story* and *telling*. According to Cambridge Dictionary, story is a description, either true or imaginative, of a connected series of events. Merriam Webster Dictionary adds that the meaning of story is an account of incidents or events which has a statement regarding the facts pertinent to a situation in question. Meanwhile in Collins Dictionary, story is a description of imaginary people and events, which is written or told in order to entertain. Moreover, Oxford Dictionary states that the meaning of telling is communicate information by words to someone in spoken or written to let know or notify, as the result, someone get an account or narration of something.

From the above definitions, the researcher emphasizes that storytelling is a message that tells account of an act or occurrence or course of events to let someone know about something. It has its own components; storyteller, story listener and a topic, and most of the stories are taken from real life.

Furthermore, Gold and Gibson (2001) emphasize that story telling is the foundation of literacy development. They also state that storytelling demonstrates the relationship between the printed word and meaning and invites the listener into a conversation with the author. Children can listen on a higher language level than they can read, so story telling makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not

part of everyday speech. This, in turn, helps them understand the structure of books when they read independently.

Beach (1993, p. 70 in Al-Mansour and Al-Shorman, 2010) states that oral reading can offer benefits of increased fluency, comprehension, and vocabulary. It is obvious that the researchers seem to agree that as long as teaching exists, the storytelling should be incorporated in the curriculum, regardless of the students' ages. Moreover, reading aloud to children can be used proactively to avoid problems in reading such as poor vocabulary and lack of comprehension and motivation towards reading in general and would guarantee reading success.

The good characteristic of story should be considered by one who provides the story. Barzaq (2009:20-21) cited in (Skhela, 2010) says that there are some characteristics about the storytelling to be considered:

    a) Storytelling is an interactive performance art form; it is direct interaction between the teller and the audience which is an essential element of storytelling.

    b) Storytelling is a process, a medium for sharing, interrupting, offering the content and meaning of a story to an audience.

    c) New vocabulary can be introduced and easily comprehended within a story context.

    d) By storytelling the learners can learn instructions, recipes, secrets, riddles warnings, questions and explanation.

According to Hellen and Berice (accessed on June 2nd 2017), there are many different categories that can be chosen by storyteller in applying storytelling technique. Here some of the different categories of stories available to storytellers are:

a) Fable is a short moral story not based on fact, using animals as characters.

b) Fairytale is the best known would be Grimm's fairytales about imaginary folk.

c) Folk tale is traditional story, in which ordinary people gain special insight, transforming them and enabling them to overcome extraordinary obstacles.

d) Legend is a story based on the life of a real person in which events are depicted larger than life.

e) Myth is a story about Gods and heroes, explaining the workings of nature and human nature.

f) Parable is a factious story told to point to a moral.

g) Personal story is a life story from your own or your family's experiences.

h) Religious story is an historical and philosophical story based on a particular culture and religious persuasion.

i) Tall tell is an exaggerated story, often humorous.

j) Traditional tale is a story handed down orally from generation to generation.

From all types of stories the writer only explained about fable. In the classroom, sharing and examining fables can provide fun and exciting way to introduce children to the world of literature. Children enjoy hearing, reading, and acting out fables, and they have fun participating in activities that complement these stories. When children's interest is inspired by stories, they develop a necessity for more stories, characters and worlds (Guaqueta, 2016). Fables also allow students to develop interest in literature as they explore and learn the English language. Thus, promises the true aim of teaching and learning of any foreign language, which is the linguistic and socio-cultural as well as personal development of foreign language learners as "linguistically competent, open-minded, responsible citizens of this culturally diverse world".

In this research, the writer prefers to tell the story supported with images. Barzaq (2009) defines storytelling as a knowledge management technique, a way of distributing information, targeted to audiences and a sense of information. She adds that stories provide natural connection between events and concepts. She also adds that visual storytelling is a way of telling stories through images.

B. The Benefits and Weaknesses of Storytelling

Kirsti (accessed on June 2nd 2017) categorizes that there are many benefits and weaknesses of storytelling that can be listed as follow:

1. **The Benefits of Storytelling**

There are some benefits of story; stories are a way of translating memories into a more concrete manner that can hand down verbally or in written form, stories also help to preserve culture. Moreover, telling the story about one's life experiences has been shown to have beneficial effects on illness symptoms and it associated with improving physical and mental health, and provided hope during dark times. It also helps us explain the world, make sense of insensible, provoke a shared response of laughter, sadness, excitement and anticipation which is not only enjoyable but can help to build up the child's confidence and encourage social and emotional development. The most important, listening to the stories not also help children becomes aware of the rhythm, intonation and pronunciation of language, but it also introduce or revise new vocabulary and sentence structures by exposing the children to various languages, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech. Therefore, learning English through stories can lay the foundation for secondary school in terms of learning basic language functions and structures, vocabulary and language learning skills.

2. **The Weakness of Storytelling**

Storytelling is difficult to be applied if the room is crowded and some of students cannot see how the teacher practices it. Moreover, in applying storytelling, it may a particular group only will understand the words they got

from the stories while some others difficult to define it. Sometimes, when being asked to comprehend the story, children find difficulty to relate the story due to the culture differences and language differences. In the stories often too many objects and illustration are used and it causing distract from the main purpose of the stories. Another weak point is the application of storytelling in teaching learning process requires a certain amount of skill to do it well.

C. A Brief Description of Word Maps

Word Maps consist of two words, *word* and *map*. Heinle (2008, p. 959) as cited in Collins School Dictionary states that "word" is a single unit of language that can be represented in writing or speech. Meanwhile "map" is a drawing that gives you information about particular area. To sum up, word maps is framework of some words that has been mapped out in detail how the words will be predicted by the students.

In teaching vocabulary, Word Maps method is considered as the one of appropriate and applicable methods used by the teacher in the classroom, particularly in building up a large store of words in order to arrange a sentence. According to Melieta (2016) Word Maps is a graphical tool for organizing and representing knowledge that shows the three elements of a definition which includes (1) the category to which the word being defined belong which can be discovered by a question "what is it?", (2) some characteristics of the main word that can be discovered by a question "what is it like?", and (3) some examples of the main word (the illustrations). The students need to have some understanding

of what a definition is and how it works before they can give the meaning of a word on their own way by the use of the concept of definition map or word map.

In word maps method, the students refer to the context, their prior knowledge, and the dictionary to find the definition and the elements needed. Typically it has the form of having the vocabulary word in the central portion of the graphic organizer, and three separate sections for the three main questions about the word that linked to it. By the use of word mapping technique it can increase students' vocabulary and it often teach to be the one of the most effective ways of integrating language skills in the language classroom.

Word maps method is an instructional vocabulary strategy developed to help students learn how to predict the meaning of unknown words, specifically word maps method helps students who have not learned the meaning of a large number of words, do not know how to identify parts of words that have meaning, do not know the meaning of word parts, and do not know how to use the meaning of word parts to predict the meaning of whole words (Harris, Schumaker, & Descher, 2008). Word Mapping is extremely engaging way of building up vocabulary knowledge as well as provoking students into retrieving and using what they know (Harmer, 2007: 187).

The purpose of word maps method is to promote students' deeper understanding of the new words through depicting varying relationship among words. The students can be more active in exploring the relationship among words. Word map provides a way for students to organize conceptual information as they seek to not only identify, but also understand a word (Schwartz and Raphael, 1995).

Students learn about new words through word mapping concept because it helps the students in examining the characteristics of the word concepts, categorize words, and the relationship among words as well as the words are similar or different to each other.

According to Catherine (2010, p. 44) word meaning instruction that helps learners fit new words into an already existing conceptual network is substantially more effective than having students look up words in a dictionary or read words in interesting and relevant context. Here the researcher provides the way how to making the map.

First, the student writes the new word in the center bubble. Many students are already absorbing ideas about the word's meaning by focusing on the clues that the original sentence supplies. Only after the context has been established are the dictionaries pressed into service; instead of copying all of the entries, the student copies only the definition that supports the context into the bubble immediately in the upper right-hand bubble of the new word. While still using the information found in many dictionaries, the student records a clue in the small right-hand bubbles. In either instance, discussion with peers or a teacher helps refine the process and develop the concept of polarity, or oppositional thinking.

Structural analysis and morphology are the focus when the student records another form of the new word in the upper left-hand bubble. The next step, the student constructs an example about the target word bellow of his or her definition bubble. Not only does this manipulation help the student tap into background knowledge. But it also extends new learning. Therefore, when the reader

encounters another word with similar roots or affixes, he or she will already have some knowledge of at least part of the word. When morphology is emphasized for every word learned. W.E. Nagy and P.A. Herman (in Baumann & Kameenui, 1991) estimated that there is an average of from one to three additional words also understandable to the child.

Figure 1
Word map

Source: Marcia L. Tate. (2007)

D. The Advantages and Disadvantages of Word Maps

According to Graves (2006:96) there are the advantages and disadvantages of using word mapping strategy:

1. **The Advantages of Word Maps**

Word maps is readily adaptable strategy for all level of student and all content areas which is can be used for individuals, small groups or the whole class. It also can be created easily and spontaneously on paper, white/black board or on overhead projector. Students can easily relate vocabulary words to their own background or experience and get them involves in thinking, reading and writing which is automatically engages the students as active learner.

2. **The Disadvantages of Word Maps**

This strategy may not be appropriate for students with:
a. Low incidence disabilities (such as visual impairments' students).
b. Inefficient (such as intellectual disability).

E. Definitions of Vocabulary

The word vocabulary provides a lot of meanings for beginners when they are learning to speak, to listen, to write and to read in one particular language. Vocabulary is considered as a basic aspect in language communication. Therefore, vocabulary plays an important part in learning English especially in understanding

the English text. One who masters enough vocabulary will find fewer difficulties than those who have fewer vocabularies. When they read a certain text, they will easily get the information from it since they can understand word in the text. On the other hand, those who lack of vocabulary will face a lot of problems.

According to Echol and Shadily (1975, p. 631) vocabulary is the words that somebody already knows. Then, Heinle (2010, p. 1014-1015) as cited in Collins school dictionary adds that vocabulary is the total number of words you know in a particular language. Finally, Hornby (2008, p. 959) points out that: vocabulary is total number of words which (with rules for combining them) make up a language. Vocabulary is also defined as following: all the word of language, the sum of words used by, understood by, or at the command of a particular person or group and a list of words and often phrases, usually arranged alphabetically and defined or translated. From the above definitions, it can be concluded that talking about vocabulary is talking about the number of words and often phrases which has meanings that used with rules in both spoken and written form   or a stock of words that should be familiar with someone and has in his or her mind that made a language.

As a result, vocabulary mastery is always an essential part for those who learn and study English. Lewis and Hill (1990, p.12) point out that: vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English. As a result, vocabulary is one of the important

language aspects that should be built by students in mastering a language. Without mastering words, it is impossible to write, to speak, to listen, and to read in a language, in this case English. The lack of vocabulary will cause the students face difficulties in all language skill. Indeed, it should not be urged that vocabulary is an important part in language acquisition and cannot be ignored in teaching-learning process because it is a powerful tool to express thoughts in the form of spoken and written language.

1. The Importance of Vocabulary

Many references argue that vocabulary has a vital part in every English skill: speaking, reading, listening, and writing. Paul Shoebottom (as cited in Zulfandi, 2011) asserts that "Vocabulary, much more than grammar, is the key to your child understanding what they hear and read in school also to communicating successfully with other people." For this reason the students should have enough vocabulary to acquire high level of English. Clearly a second language learner needs to know the 3,000 or so high frequency words of the language.

To obtain more knowledge of vocabulary, dictionary is one good reference, but that is not always working that way. Vocabulary can also be obtained and understood through context. Sometimes a vocabulary in English has different meanings. For instance: the word "saw" has two different parts of speech. One is a verb form which the past tense of "see" and other is a noun form which is a tool to cut something or wood. Although this word also similar, this has to be two different words after all.

In addition, vocabulary knowledge helps beginning readers decode, or map spoken sounds to words in print. If the children have the printed words in their oral vocabulary, they can more easily and quickly sound out, read, and understand them, as well as comprehend what they are reading. If the words are not in children oral vocabulary, they have trouble reading the words and their comprehension is hindered.

From the above statement, it can be concluded that vocabulary has a great role in language, because without having enough vocabulary someone will be difficult to express his or her ideas. Having high level of vocabulary is pre-requisite to be a good speaker, writer, reader, and listener.

2. Problem of Learning Vocabulary

Many students that have problems with their vocabulary are usually cause by their poor reaching ability, lower intelligence and a lack of intellectual stimulation and practice.

Collin Dowson says, "Learning the language means learning pronunciation, vocabulary and grammar by practicing the four skills: listening, speaking, reading, and writing." Indeed, there are still many students make mistakes in choosing a suitable word for forming the right sentence. Furthermore, Zulfandi (2011) adds that some difficulties in learning vocabulary not only from personal factor but also external factor.

The problems that mostly occur in learning vocabulary were:

a. Poor reading ability, lower intelligence and lack of intellectual stimulation and practice.

b. Personal factors of students itself such as: motivation, opportunity learn, positive attitude and students' learning style.

c. External factors like: lack of time in teaching vocabulary items, items that found on textbook too difficult to understand by the students, and lack of reading materials or dictionary.

Casually, the problems above look like a simple thing, but if they were unmotivated, it must be a big problem for the students. That is why every teacher need to conduct a positive environment, makes a good preparation before teaching and use high interest materials besides applying a suitable method in teaching.

Based on the problem above, each teacher also must be careful with his or her way of teaching unless the students will be bored and looses their concentration in studying. It usually becomes a real problem in teaching-learning activities in class. Besides, to avoid uncontrolled class, a teacher also must be able to apply his or her good knowledge, organizing class and authority for decrease the problems.

3. The Method of Teaching Vocabulary

Learning foreign language requires the students to learn its vocabulary. Without adequate knowledge of English vocabulary, students are not able to communicate well in English. Students cannot deliver or receive messages

effectively. Vocabulary has an importance role in learning a foreign language, as it one of the language component in communicative competence. Vocabulary is very important element in language learning; since it supports the four language skills reading, speaking, writing, and listening. Although vocabulary is the important component in communicative competence, there are not many English teachers in Indonesia who devote their time to develop vocabulary instruction.

Teaching vocabulary is a major part of the teacher's art. The teacher has to pay great attention on it. According to Jeremy Harmer (2001, p. 229) there are various ways in which this can be done: introducing vocabulary, practicing vocabulary, vocabulary games, and using vocabulary.

a. Introducing Vocabulary

When the teacher introduces new vocabulary, there is always a chance, of course that it is not new to some of the students in the class. The teacher starts by showing or drawing pictures, or miming the action. The word are carefully modeled, and the teacher may well conduct a rapid cue-response drill where she points to a picture or mimes the action and nominates a student to say *walk, run, jump, etc*. the students are now asked to put the correct word in sentences. If the students have worked on the exercise in pairs, the teacher goes through the answers, making sure that the students pronounce word correctly.

b. Practicing Vocabulary

In this following lesson sequences, the aim of the activity is either to have students use words that they know. Here they need to be provoked into using, or to get them to think about word meaning, especially in context. For example: the word circle and the word maps.

c. Vocabulary Games

There are many games which are appropriate to use with collections of vocabulary item such us Pictionary (where players have to draw a picture that relates to the word then their teams has to guess), back to the board (explain the word meant without saying the word or phrase itself), snap (using card), etc.

d. Using Dictionaries

A dictionary is the first thing that has to be had by a foreign language student, and learners carry their dictionaries around, not grammar books. Dictionaries not only can help students to find out the meaning of the word, but also provide extra information that tells the users about such thing as:

1)   Differences between British and American usage

2)   Similar word

3)   Frequency in different media

4)   Levels of formality

5)   And connotation.

For that reason, using dictionary is one of solutions that can help students in overcoming the obstacle of learning vocabulary, because dictionaries provide much information for the user.

So that the teacher should apply one of the methods above that is appropriate in teaching or learning vocabulary. The teacher has to create the atmosphere of class room become interested in learning language especially in learning vocabulary in order to build students' motivation.

F. Relevant Studies

There are many studies that have been conducted by former researchers related to storytelling technique and word maps method. The more relevant research was done by Hassan Soleimani (2013), entitled "The Effect of Storytelling on Children's Learning English Vocabulary: A Case in Iran". This research aimed to examine whether storytelling could affect children's vocabulary learning in English. The motive of why researcher adapted the technique of storytelling was because it is one technique that can be applied in vocabulary learning in order to improve the students' ability and get better achievement. Thirty one Iranian preschool students from two different preschools with the same language system and the same level of English proficiency participated in this study. All of the students were six years old and had learned English as a foreign language. The research method was quasi-experimental. The data was obtained by giving pre-test and post-test. For data analysis, paired t-test was used and it was revealed that storytelling might enhance the achievement of students' vocabulary.

Students could follow the teaching-learning process well. They could show their interests in the lesson. Based on the analysis, the result showed that the use of children's stories to develop vocabulary among preschool students was effective and was perceived positively by the students.

Similarly, Fina Wati (2012), investigated "The Use of Story Reading in Grammar-Translation Method in Increasing the Vocabulary". The aim of the research was to find out the students' ability in vocabulary by using story reading. The population of this research was all the students of grade six of MIN Tijue and the sample was class 6A as experimental class and 6B as control class. Some techniques used in collecting the data were experimental teaching and test. The process of the research took place for four meetings, in which two times treatments were for experiment class. The data were analyzed by using statistical procedure and the result indicated that the students' achievement in experimental group was better than in control group meaning that applying story reading in grammar-translation method can improve the students' vocabulary mastery.

The technique of storytelling was also explored by Hermi Muliani (2010) entitled, "The Use of Story Telling to Improve Students Vocabulary Mastery". The aim of this research was to know whether applying storytelling could develop student's vocabulary mastery and their motivation in learning English of the fifth grades students in the academic year 2009/2010. Population of this research was the students of MI (Madrasah Ibtidaiyah) Pancuran in the academic year 2009/2010. The techniques used in collecting the data were; test, documentation and observation. Then, the data were be analyzed in two ways; descriptive and

statistical technique. Based on the analysis of this research, it can be concluded that story telling is suitable for students of fifth grades in MI (Madrasah Ibtidaiyah) Pancuran.

Moreover, the study about word maps method has also been explored by Ashraf Ronaghi (2015) entitled "The Effect of Word-Map Technique on Iranian EFL Learners" Vocabulary Acquisition: A Response to help-Seeking Strategy (A Study in Azad University, Malayer, Iran)". The purpose of the present study was to investigate the effects of word maps technique on learners' vocabulary acquisition as a response to help-seeking strategy. To this purpose, two intact groups (each composed of 15 learners) were chosen. They were divided into two groups, an experimental group and a control group. Some written texts were taught to both groups. Unfamiliar words in texts were taught to the experimental group through word maps instruction while the control group received guessing-game instructions. The results of the posttest in data analysis through statistical procedure of Independent pair T-test confirmed the superiority of the experimental group over the control group, resulting in the conclusion that word maps technique has a significant effect on improving Iranian EFL learners' vocabulary.

The last study, Satuna (2015), investigated "The use of word mapping technique in teaching vocabulary in State Vocational School 1 Pamekasan (Accounting Department 1)". The purpose of this study was to find out whether the word mapping strategy was able to improve the students' vocabulary mastery.

This study was conducted by using classroom action research in two cycles and each cycle consisted of four meetings. The subject of the research was the third grade of Accounting Department at State Vocational School 1 Pamekasan which consists of 34 students. The research was carried out for one month. Nevertheles, the differences in the research method, she used instrument to obtained primary data and the secondary data were vocabulary test, the students' observation sheets, and questionnaire of the respondent. The researcher concluded that improving students' vocabulary mastery using word mapping could increase the student's ability in mastering vocabulary. It means that improving students' vocabulary mastery using word mapping in State Vocational School 1 Pamekasan (Accounting department 1) is success in classical category.

Based on all of previous studies, all of them actually tend to find out the effectiveness of word maps to improving students' vocabulary mastery. But it can be seen that there are some differences and also some similarities with this research. First, among thus studies, most of them used technique or method only. However, this research wants to combine both technique and method. Second, in this research the researcher will use quantitative research to gather some informations that are related to the improving students' vocabulary ability by using storytelling technique and word maps method. Furthermore, the instrument used by the researcher to collect the data was test only.

CHAPTER III

RESEARCH

METHODOLOGY

This chapter explains about the description of the steps that is taken to conduct this study. They are: (A) Research Design, (B) Research Location, (C) Population and Sample, (D) Techniques of Data Collection, (E) Procedures of Experimental Teaching, (F) Techniques of Data Analysis.

A. Brief Description of Research Design

Research method deals with how the research questions proposed in the first chapter are processed with a particular method. Cohen, Manion, & Morrison (2007) stated that method is approaches used in educational research to gather data that are to be used as a basis for inference and interpretation, for explanation and prediction. It means that method is the way used to discuss and examine the problem.

In this study, the researcher applied experimental teaching. The type of experimental teaching was pre-experimental design, which used the one group of pretest-posttest design. The characteristics of pre- experimental design are this design may have pre- and posttest, without a control group. According to Gay and Airasian (2000:372), the one group pretest and posttest design takes a group that is pretested, exposed to treatment, and post tested.The tests involved a group of students in the experimental. The experimental group was given the special treatment by applying story telling technique and word maps method in teaching

vocabulary skill. The study involved the independent and dependent variable. The independent variable is the treatment consisting of one category. It was the treatment by implementing story telling technique and word maps method in the experimental class. Meanwhile, the dependent variable is the student's vocabulary skill. The table shows the design of the study, as follow:

Table 3.1

The Design of The Research

Group	Independent Variable	Dependent Variable
Experimental Class	Story telling technique and word maps method	Student's vocabulary skill

According to Sugiyono (2005:108), the type of pre-experimental design of this research is comparing the result after and before giving treatment. The writer only compared score of pretest and posttest, where the first was before using Text Mapping Strategy and the second was after using Text Mapping Strategy. Donald T. Campbell and Julian C. Stanley (1963) pointed out the types of this research can be designed as follows:

Table 3.2
Research type

Group	Pre-test	Treatment	Post test
E	O_1	X	O_2

Where:

E = experimental group

O_1 = pre - test

X = treatment

O_2 = post - test

The data were expanded from tests (pre-test and post-test) and experimental teaching. The data were analyzed quantitatively. According to Mackey and Gass (2005:137), "quantitative research can be conceptually divided into two types; associational and experimental." Experimental research method is a type of research that attempts to influence a particular variable (Frankel and Wallen, 2001). In this study, the researcher looks at the effect of independent variable on dependent variable. The study planned to conduct teaching activity for 4 meetings. After conducting the treatments in 4 meetings, the researcher could interpret the data by comparing the score in pre and post-test. The data can show whether the treatment made a difference or not.

B. Brief Description of Research Location

1. The School

The research took place at SMP Negeri 2 Indrajaya, located at Jalan Banda Aceh-Medan KM.117, Indrajaya, Pidie. SMP Negeri 2 Indrajaya has 20 classrooms. Eight classrooms for the first grade, six classrooms for the second and the third grade. The school also has some facilities that support teaching learning process, such as library and biology laboratory.

2. The Teacher

Teachers play an important role in determining the success of teaching learning process. There are 84 teachers in SMP Negeri 2 Indrajaya who teach various subjects. The teachers were graduated from different universities such as Jabal Ghafur University, Muhammadiyah University and Serambi Mekkah University. There are five teachers who teach English subject. The detail are the English teacher of SMP Negeri 2 Indrajaya as follows:

Table 3.3

The List of English Teachers at SMPN 2 Indrajaya

English Teacher	Graduated
Cut Nursalawati, S.Pd	Serambi Mekkah University
Rasyidah, S.Pd	Jabal Ghafur University
Abdullah, S.Pd	Jabal Ghafur University
Elly Zuhra, S.Pd	Muhammadiyah University
Nurlaila, A.md.Pd	Jabal Ghafur University

Source: The administration office of SMP Negeri 2 Indrajaya

3. The Student

The students were the focus object of teaching learning process. It was one of elements that should be included in performing a teaching learning process. There were 21 students as a sample of this research.

4. The Curriculum

Curriculum is really needed in teaching learning process. It guides teacher for the material. The curriculum implemented at SMP Negeri 2 Indrajaya was K13 for the first grade and KTSP for second and third grade. The book used in teaching learning process was *Look Ahead.* English was taught twice a week and allocated time was 2x40 minutes.

C. Population dan Sample

1. Population

In this research the population were the students of SMP Negeri 2 Indrajaya grade VII consisting of 184 students. The writer chose first year students of SMP Negeri 2 Indrajaya because the first year students were in basic level of learning English especially vocabulary learning, and their understanding or ability in mastering vocabulary still poor. While later they have to take examination. The choice of that school because there was where the researcher took her field practice experience.

2. Sample

According to Khotari (2004) sample is part of population from whom the data of the study were obtained. A good sample is one of that represents the population generalization of the result. If the subject is less than 100, it is better to

take all of the subjects. But, if it has more subjects, it can be taken some of them as sample. In this study, the sample were the students of VII.8 class of SMP Negeri 2 Indrajaya, who are consisting of 21 students. The sample of the study was not random sampling but the researcher used intact classes. Spatz (2005:144) stated, "random sample is subset of population chosen so that all samples of the specified size have an equal probability of being selected." According to Mackey and Gass (2005:142) "intact classes are commonly and often by necessity used in research for the sake of convenience." Therefore, the sample of this study used intact classes. The sample was only one class. The class was treated as experimental group. There was no control group because the researcher used pre-experimental research in the study that compared the students's score in pre-test (before conducting the treatment) and post-test (after conducting the treatment).

The students who were in the experimental class were given treatment by using story telling technique and word maps method. Every week has two meetings. The researcher takes six meetings for conducting the experimental teaching. Muijs (2004:11) said that for the experimental group, the design started by giving the students pre-test. After the pre-test, the design continued with treatment and ended with a post-test. In this study, the researcher taught about a story and end up with solving some vocabularies.

D. Techniques of Data Collection

In collecting the data, the researcher used an appropriate techniques. Those was tests. There were two kinds of tests used in this study namely pre-test and post-test. The pre-test was conducted before the experimental teaching to measure the students's achievement before using story telling technique and word maps method. Whereas, the post-test was given after the experimental teaching to evaluate whether storytelling and word maps method improve the student's vocabulary mastery or not. In collecting the data by using pre-test and post-test, the researcher asks the students to answer the question that given by the researcher.

E. Procedures of Experimental Teaching

The researcher did experimental teaching during research. It was used to investigate whether there are the treatment effects on the participants' behavior or their internal processes. Schutt (2006) said that experimental research is the best way in answering the effects of a treatment. Consequently, the researcher used experimental teaching in answering the research questions. The procedures of the meetings are as follows:

The first meeting was planned to be conducted for giving pre-test about story text. The second, third, fourth and fifth meetings are made to implement story telling technique and word maps method in teaching vocabulary. In the last view minutes of the six meetings, the researcher conducted post-test about story text to investigate the outcome of students' vocabulary mastery.

F. Techniques of Data Analysis

After conducting experimental research, the researcher needs to analyze the results. The kind of the data is quantitative data. They come from the students' answer sheet scores. The scores generated from pre-test and post-test to measure the influence of story telling technique and word maps method of students' vocabulary mastery. The researcher uses the measurement technique to measure how the student's vocabulary skill before and after being taught by the technique and method.

    a. Analysis of the Test

The data obtained from the tests is analyzed statistically by using statistic calculation of the t-test formula with the significance degree of 5%.The purpose of the test is to find out the range of data, interval class, space of interval class, to make table of frequency distribution, mean of the table and to find out the t_0 score.

    1. Range

Range is the difference between the highest and the lowest score (Sudjana, 2008). The range of pre-test and post-test scores would be determined by using :

$$R = H-L$$

Notes:

R : Range of the score

H : Highest score

L : Lowest score

2. Class Number

Class number is the number of score that has been grouped based on the expected interval, the formula is:

$$CN = 1 + (3,3) \log n \text{ (total sample)}$$

3. Interval Class

Sudjana (2008) mentioned that the number of interval class can be determined by using the formula:

$$I = \frac{R}{CN}$$

Remarks:

I= interval

R= range

CN= class number

4. Mean

Arikunto (2002) stated that mean is analyzed by using the formula:

$$X = \frac{\Sigma f_i x_i}{\Sigma f_i}$$

Notes:

X   = Mean

fi   = refers to frequency

xi   = refers to the middle score of interval class

fixi   = the amount of multiplication between the frequencies and

        the middle scores of interval class.

5. T-score

Sudjana (2008), in calculating the t score, we can use this formula:

$$t_o= \frac{MD}{SEMD}$$

Notes:

t_o : t-test

MD   : the mean score of deviation

SEMD   : Standard error of the mean deviation.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter presents and discusses data description and data analysis. They are: (A) The analysis of tests, (B) Examining hypothesis, (C) Discussion.

A. The Analysis of Tests

In analyzing the data, the researcher used statistical calculation to the tests given for this study. There were two types of the test in the study; pre-test and post-test. The tests were given in multiple choices divided into 20 questions. The following table depicts the result of the pre-tests and post-tests.

Table 4.1
The Scores of Pre-test and Post-test

No	Name	Score	
		Pre-test	Post-test
1	AA	90	95
2	CSS	70	90
3	FM	90	95
4	FMZ	70	85
5	LZ	70	85
6	MFA	95	70
7	MF	80	95
8	MFF	95	95
9	NA	70	80
10	NN	80	90
11	NY	65	70
12	NAL	75	85
13	NZ	65	75
14	NF	60	75
15	PN	80	75
16	RF	60	70
17	Sn	70	70
18	SF	60	80
19	SN	65	80
20	SSN	75	75
21	SH	60	70

Table 4.1 is pre-test and post-test score from 21 student's vocabulary ability. The table indicates that the lowest score of pre-test is 60 and the highest score is 95. In post-test, the lowest score is 70 and the highest score is 95.

1. **Pre-Test**

In analyzing the data of pre-test, the researcher calculated the score to find out Range (R), Class Number (CN), Interval (I), and Mean (X) by using statistical formula, which are:

a. Range is the difference of the highest score with the lowest score. To find the result, the researcher used the following formula:

$$R = H-L$$

Notes:

R : Range of the score

H : Highest score

L : Lowest score

From the table 4.1 above, it can be seen that the highest score of pre-test is 95 and the lowest score is 60. Thus, the range is:

R   = 95-60

      = 35

b. Class Number is the number of score that has been grouped based on the expected interval, and the formula is:

$$CN = 1+3.3 \log n \text{ (total sample)}$$

CN   = 1+ (3.3) log 21

           = 1+ (3.3) (1.322)

           = 1+ 4.3626

           = 5.3626 (it can be taken 5)

c. Interval is amount of class and to find the score, the researcher used the following formula:

$$I = \frac{R}{CN}$$

Remarks:

I= interval

R= range

CN= class number

$$I \quad = \frac{35}{5}$$

I   = 7

d. Table of frequency

The frequency distribution can be calculated as the following table:

Table 4.2
The frequency's table of pre-test

Interval Class	Fi	Xi	FiXi
60-67	7	63.5	444.5
68-75	7	71.5	500.5
76-83	3	79.5	238.5
84-91	2	87.5	175
92-99	2	95.5	191
Total	**21**	**397.5**	**1549.5**

Note:

Xi   = refers to the middle score of interval class

Fi   = refers to frequency

FiXi = refers to the amount of multiplication between frequency and middle class

Based on the Table 4.2 above, the mean of pre-test is identified by using the formula below;

$$\text{Mean} = \frac{1549.5}{21}$$

$$= 73.78 = 74$$

2. Post-Test

In analyzing the data of post test, the researcher calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using statistical formula, which are:

a. Range

From the table 4.1above, it can be seen that the highest score of post-test is 95 and the lowest score is 70. Thus, the range is:

R = 95-70 = 25

b. Class Number

CN   = 1+ (3.3) log 21

= 1+ 4.3626

= 5.3626 (it can be taken 5)

c. Interval

I $= \frac{25}{5} = 5$

d. Table of frequency

The frequency distribution can be calculated as the following table:

Table 4.3
The frequency's table of post-test

Interval Class	Fi	Xi	FiXi
70-75	9	72.5	652.5
76-81	3	78.5	235.5
82-87	3	84.5	253.5
88-93	2	90.5	181
94-99	4	96.5	386
Total	21	422.5	1708.5

Based on the Table 4.2 above, the mean of post-test is identified by using the formula below;

$$\text{Mean} = \frac{1708.5}{21}$$

$$= 81.36 = 81$$

Table 4.4
The Scores of Pre-test and Post-test

No	Name	Score Pre-test	Post-test
1	AA	90	95
2	CSS	70	90
3	FM	90	95
4	FMZ	70	85
5	LZ	70	85
6	MFA	95	70
7	MF	80	95
8	MFF	95	95
9	NA	70	80
10	NN	80	90
11	NY	65	70
12	NAL	75	85
13	NZ	65	75
14	NF	60	75
15	PN	80	75
16	RF	60	70
17	Sn	70	70
18	SF	60	80
19	SN	65	80
20	SSN	75	75
21	SH	60	70
Mean		74	81

According to the calculation, the average score of pre-test is 74. Meanwhile, the average score of the post-test is 81. The result difference indicates that there is the effect of Storytelling Technique and Word Maps Method on the students at SMPN 2 Indrajaya. The student's vocabulary ability improved after getting the treatment. It can be seen that there was difference in the improvement of student's vocabulary by using Storytelling Technique and Word Maps Method. Therefore, it can be concluded that Storytelling Technique and Word Maps Method is effective used in teaching and learning vocabulary.

B. Examining Hypothesis

In examining hypothesis, the researcher used "t" test (t_0) to determine the significant difference in examining the student's pre-test and post-test scores. Firstly, the hypothesis was examined as using Storytelling Technique and Word Maps Method enhance students' vocabulary mastery. Secondly, the researcher listed the pre-test and post-test score in order to find up the difference score among those tests.

Hypothesis of this study used T_{table} at significant level of $\alpha = 0.05$. In this study, there are alternative hypothesis (Ha) and null hypothesis (Ho) determined as:

Ha: Using Storytelling Technique and Word Maps Method enhance students' vocabulary mastery. Therefore, the technique and method should be implemented.

Ho: Using Storytelling Technique and Word Maps Method do not enhance students' vocabulary mastery. Therefore, the technique and method should not be implemented

If significant value (T_{score}) > 0.05, using Storytelling Technique and Word Maps Method will enhance students' vocabulary mastery. If significant value (T_{score}) < 0.05, using Storytelling Technique and Word Maps Method will not enhance students' vocabulary mastery.

Table 4.5
The difference score of pre-test and post-test

No	Name	Score		X-Y (D)	D^2
		Pre-test (Y)	Post-test (X)		
1	AA	90	95	5	25
2	CSS	70	90	20	400
3	FM	90	95	5	25
4	FMZ	70	85	15	225
5	LZ	70	85	15	225
6	MFA	95	70	-25	625
7	MF	80	95	15	225
8	MFF	95	95	0	0
9	NA	70	80	10	100
10	NN	80	90	10	100
11	NY	65	70	5	25
12	NAL	75	85	10	100
13	NZ	65	75	10	100
14	NF	60	75	15	225
15	PN	80	75	-5	25
16	RF	60	70	10	100
17	Sn	70	70	0	0
18	SF	60	80	20	400
19	SN	65	80	15	225
20	SSN	75	75	0	0
21	SH	60	70	10	100
				$\sum D = 160$	$\sum D^2 = 3250$

After finding the difference score of pre-test and post-test, the researcher has to find Standard Deviation of two variables, X and Y by using the following formula:

$$SD = \sqrt{\frac{\sum D2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{3250}{21} - \left(\frac{160}{21}\right)^2}$$

$$SD = \sqrt{154.76 - (7.62)^2}$$

$$SD = \sqrt{154.76 - 58.06} = \sqrt{96.7} = 9.83$$

Therefore, the Mean of Difference (M_D) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{160}{21}$$

$$M_D = 7.62$$

After getting the score of Standard Deviation Difference, the researcher calculated the Standard Error of Mean difference (SEM_D) between two variables: X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{9.83}{\sqrt{21-1}}$$

$$SEM_D = \frac{9.83}{\sqrt{20}}$$

$$SEM_D = \frac{9.83}{4.47}$$

$$SEM_D = 2.20$$

Then, the score of t_0 could be calculated with this formula:

$$t_0 = \frac{MD}{SEMD}$$

$$t_0 = \frac{7.62}{2.20}$$

$$t_0 = 3.46$$

The last step was to examine the t_0 by determining degree of freedom (df) by using the following formula:

$$Df = N-1 = 21-1 = 20$$

Table 4.6
The Different Scores of Pre-test and Post-test

No	Name	Score		X-Y (D)	D^2
		Pre-test (Y)	Post-test (X)		
1	AA	90	95	5	25
2	CSS	70	90	20	400
3	FM	90	95	5	25
4	FMZ	70	85	15	225
5	LZ	70	85	15	225
6	MFA	95	70	-25	625
7	MF	80	95	15	225
8	MFF	95	95	0	0
9	NA	70	80	10	100
10	NN	80	90	10	100
11	NY	65	70	5	25
12	NAL	75	85	10	100
13	NZ	65	75	10	100
14	NF	60	75	15	225
15	PN	80	75	-5	25
16	RF	60	70	10	100
17	Sn	70	70	0	0
18	SFA	60	80	20	400
19	SN	65	80	15	225
20	SSN	75	75	0	0
21	SH	60	70	10	100
Standar Deviation (SD)		9.83			
Mean of Difference (M_D)		7.62			
Standar Error of Mean Difference (SEM_D)		2.20			
T_{score}		3.46			
Degree of Freedom (Df)		20			

Based on the result of calculation, T_{score} value of tests were 3.46. According to T_{table} list, the value of distribution table at 20 as degree of freedom and $\alpha = 0.05$ were 1.725. Therefore, the study has $T_{score} > T_{table}$; 3.46 > 1.725. The result means that significant value > 0.05 (3.46 > 0.05). The study can be concluded that H_a was accepted and H_0 was rejected. It indicates that the method has an effect for students.

C. Discussion

Based on the analysis of the data, the researcher would like to discuss the research question in this study. The research question is "How is the effectiveness of storytelling technique and word maps method in improving student's vocabulary?" To answer the research question, the researcher conducted tests to the students. The researcher taught two topics; animals and things text. The pre-tests were given to the students before the treatment, while the post-tests were given after the students finished the treatment.

The result of pre-tests and post-tests showed a significant difference as explained in the data analysis part. Based on the calculation, the mean score of pre-test was 74, and the post-test was 81. The result of the test showed that there was an effect of Storytelling Technique and Word Maps Method. Student's vocabulary enhanced after implementing the technique and method. It was proved by the mean scores of post-tests were higher than pre-tests.

Furthermore, the result of data analysis showed that t_{score} is 3.46, as well as t_{table} at significant level of $\alpha = 0.05$ is 1.725. Thus, the data can be stated that t_0 was higher than t_{table} (3.46 > 1.725). The data showed that alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. In consequence, the hypothesis accepted was using Storytelling Technique and Word Maps Method improve the vocabulary of the students. The researcher got positive result. Storytelling Technique and Word Maps Method is appropriate to be applied in learning vocabulary.

This study supported the previous study by Hasan Soeleimani (2013), Fina Wati (2012), Hermi Muliani (2010). They said that storytelling is an approriate technique for chidren in teaching vocabulary. The technique can affect children's vocabulary learning and improve the students' vocabulary mastery. Moreover, Ronaghi (2015) and Satuna (2015) added that word mapping is a very beneficial in improving learner's vocabulary mastery and using word mapping technique had motivated the students to learn more effectively and enjoyable through their active participation in using English. The students who were taught based on this technique can enhance and improve their performance. Therefore, the study is recommended to teachers for implementing the methods in learning vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

The study aims to find out the effectiveness of using storytelling technique and word maps method in improving the students' ability in vocabulary. After conducting the process of experimental teaching, the results elaborated in chapter four. Therefore, this chapter explains about conclusion and suggestion of the study.

A. Conclusion

Based on the results, the conclusions of the study could be stated that storytelling technique and word maps method is the effective way in learning vocabulary. The technique and the method can improve student's vocabulary. They can be understood by the mean scores of post-tests and pre-tests. The score of pre-tests and post-tests showed a significant difference. The effect of storytelling and word maps are obtained by the students' achievement. In addition, the method and technique develop critical thinking of the students as well as create their entusiasms and participations in English class. As a result, the students are interested and motivated in learning vocabulary.

B. Suggestion

Based on the result of the study, there are some suggestions that can be considered to make students more interested in learning English vocabulary, as follows:

a. The researcher suggests to the teachers for implementing storytelling technique and word maps method in teaching and learning vocabulary. Using the technique and the method are one of the useful modes to improve students vocabulary

b. The role of teachers in the classroom is the most important thing. It can create the classroom situation to be active and alive. The teachers should find the interesting learning circumstances in order that the students get the best score. Then, it can gain their vocabulary mastery in English.

References

Al-Mansour & Al-Sharman. (2010). The Effect of Teacher's Storytelling Aloud on the Reading Comprehension of Saudi Elementary Stage Students. *Journal of King Saud University*. 2(23), 69-76.

Arikunto, S. (2002). *Prosedur Penelitian: Suatu Pendekatan Praktek*. Edisi Revisi V. Jakarta: Rineka Cipta.

Baumann, J. F. & Kameenui, E. J. (1991). *Research on Vocabulary Instruction*. New York: MacMillan.

Cohen. L, Manion. L & Morrison. K. (2007). *Research Methods in Education (6th ed.).* London: Routledge: Taylor & Francis Group.

Donald T. Campbell and Julian C. Stanley (1963). *Experimental and Quasi Experimental Designs for Research,* Houghton Mifflin Company, U.S. A.

Echol, John M. & Hassan Shadily. (2005). *Kamus Inggris Indonesia: An English-Indonesian Dictionary*. Jakarta: PT Gramedia.

Frankel, J. R., & Wallen, Norman E. (2001). *Educational Research: A Guide to the Process*. London: Phychology Press.

Guaqueta, N, M. (2016). Improving The Speaking Skill Through The Use of Fables, *thesis*. Span: Universidad pedagogica nacional licenciatura en education basica con enfasis en humanidade.

Harmer, J. (2001). *The Practice of Language Teaching fourth edition*. Longman.

------------. (2007). *The Practice of English Language Teaching fourth edition*. New York; Longman.

Harris, M. L., Schumaker, J. B., & Deshler, D. D. (2008). *The Word Mapping Strategy: Instructor's Manual.* Lawrence, KS: Edge Enterprises, Inc.

Hill, L. A & Dobbin. (1979). *A Teacher Training Course for the Teacher of ESL Lecture's Book*. London: Cussel.

Hornby, A. S. (2008). *Oxford Advanced Learner's Dictionary of Current English*. New York: Oxford University Press.

Kirsti, A. Dyer. (2017). The Importance of Telling (and Listening) to the Story. Retrieved from http://www.journeyofhearts.org/kirstimd/tellstory.htm.

L.R., Gay, & Peter Airasian. (2000). *Educational Research: Competencies for Analysis and Application*. Upper Saddle River, New Jersey: Merrill Publishing Company.

Mackey, A., & Gass, S. M. (2005). *Second Languge Research : Methodology and Design*. London: Lawrence Erlbaum Associates, Inc.

Mahsun. (2005). *Metode Penelitian bahasa*. Jakarta: PT. Raja Grafindo Persada.

Marcia L. Tate. (2007). Engage the Brain: Graphic Organizers and Other Visual Strategies, Science, Grades 6–8.

McKay, Helen, & Berice Dudley. (2017). Type of Story. Retrieved from http://www.australianstorytelling.org.au/txt/m-types.php.

Melieta, H. (2016). The Use of Word Mapping Technique in Teaching Vocabulary. *Thesis*. Pontianak: English Education Study Program of Languages and Arts Education Department.

Muijs, D. (2004). *Doing Quantitative Research in Education.* London: Sage Publication.

Muliani, H. (2010). The Use of Storytelling to Improves Students' Motivation and Their Vocabulary Mastery. *Thesis*. Salatiga: English Department of Education Faculty State Islamic Studies Institute.

Ronaghi, A., Bayat, A., & Mahmoodi, A. (2015). *The Effect of Word Map Technique on Iranian EFL Learners Vocabulary Acquisition: A Response to Help Seeking Strategy.* International Journal of Education Investigation. 2(8), 1-9.

Rosenbaum, C. (2010). A Word Map for Middle School: A Tool for Effective Vocabulary Instruction. *Journal of Adolescent and Adult Literacy,* 45(1), 44-46.

Schutt, Russel K. (2006), investigating the social world: the processz and practice of research (5th ed). Thousand Oaks, CA: Sage Production.

Schwartz, R., & Raphael, T. (1995). *Word Map Getting Started Vocabulary*. New York: Cambridge University Press.

Skhela, A. K. The Effectiveness of Using Storytelling Technique in Enhancing 11 Graders' Listening Comprehension Sub-Skills in Middle Gaza Governorate. *Thesis*. Gaza: The Islamic University.

Soelemani, H. (2013). The Effect of Storytelling on Children's Learning English Vocabulary: A Case in Iran. *International Research Journal of Applied and Basic Sciences,* 5 (1), 104-113.

Spatz, C. (2005). *Basic Statistics Tales of Distributions: eighth edition.* USA: Wadsworth Thomsom Learning.

Sudjana. (2008). *Metode Statistika* (6th Ed.) Bandung: Tarsito.

Sugiyono. (2005). *Metode Penelitian Administrasi.* Bandung: CV Alfabeta.

Wardani, S. (2015). Improving Student Vocabulary Mastery Using Word Mapping Strategy. *Jurnal Bahasa dan Sastra*. 1(9), 138-139.

Wati, F. (2012). The Use of Story Reading in Increasing the Vocabulary.

Zulfandi. (2011). "Teachers' Strategy to Develop Students' Vocabulary", *thesis.* Banda Aceh: English Department of Tarbiyah Faculty State Institute of Islamic   Studies   Ar-Raniry.

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/84/2017
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-undang Nomor 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 27 Desember 2016

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Menunjuk Saudara:

1. Nashriyah, MA   Sebagai Pembimbing Pertama
2. Drs. Lukmanul Hakim, MA   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Shifa Rahmi**
NIM	:	**231324236**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Use of Storytelling Technique and Word Maps Method to Enhance Students' Vocabulary**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
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: 10 Januari 2017
An. Rektor
Dekan,

Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001

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;

Nomor : B- 11940 /Un.08/TU-FTK/ TL.00/12/2017   28 Desember 2017
Lamp : -
Hal   : Mohon Izin Untuk Mengumpul Data
         Menyusun Skripsi

Kepada Yth.

Di -
   Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Shifa Rahmi
N I M	:	231 324 236
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	IX
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Jl. Arifin Ahmad Lr. Seroja No. 196, Ie Mase Kayee Adang Ulee Kareng

Untuk mengumpulkan data pada:

SMPN 2 Indrajaya, Pidie

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Use of Storytelling Technique and Word Maps Method to Enhance Students' Vocabulary

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG. UMUM   BAG. UMUM

Kode 715

SURAT KETERANGAN TANDA TELAH PENELITIAN
No : 800.2 / 118 / 2018

Sehubungan dengan surat Kepala Dinas Pendidikan kabupaten Pidie Nomor : 800.2 /273 / 2017 Tanggal 29 Desember 2017, Tentang Pengumpulan Data menyusun Skripsi, Maka Kepala Sekolah SMP Negeri 2 Indrajaya Kabupaten Pidie menerangkan bahwa:

N a m a	: SHIFA RAHMI
N P M	: 231 324 236
Jurusan / Prodi	: Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas telah melakukan Penelitian pada SMP Negeri 2 Indrajaya terhitung Mulai tanggal 2 s/d 8 Januari 2018 dalam rangka penyusunan Skripsi yang berjudul :

"The Use of Storytelling Technique and word Maps Method to Enchance Students' Vocabulary "

Demikianlah Surat Keterangan Penelitian ini Kami berikan agar dapat dipergunakan seperlunya.

Caleue, 9 Januari 2018
Kepala Sekolah

Cut Relina, S.Pd.M.Pd
NIP. 19631231 198412 2 009

APPENDIX 4

LESSON PLAN I

School   : SMPN 2 Indrajaya

Lesson/Meeting   : English/ 1

Class/Semester   : VII/II

Time Allocation   : 80 minutes

1. Topic of material   : pre-test

2. The aim of meeting   : to know student's vocabulary before teaching process

3. Method of teaching   : storytelling technique and word maps method

4. Procedure of teaching

Introduction (25 minutes)

- Greeting and check students attendance list (5 minutes)
- Introducing myself and the purpose of my coming (5 minutes)
- Introducing storytelling technique and word maps method (15 minutes)

Main Activity (45 minutes)

- Giving Pre-test (45 minutes)
  - ✓ Distribute the test to the students (5 minutes)
  - ✓ Give the instruction about the test. (10 minutes)
  - ✓ Students answer written test (30 minutes)

Conclusion (10 minutes)

- Discussing about the next meeting (5 minutes)

- End up the class by saying thanks for their cooperation (5 minutes)

5. Assessment   : Written test
6. Evaluation

Indicator	Evaluation	
	Technique of Evaluation	Instrument
to know student's vocabulary before teaching process	Written test	Students answer ten pre-test questions.

7. Final Score

Each question worth 10 points   : 10 x10 = 100

Caleue,   2018

Researcher

Shifa Rahmi

Nim. 231324236

LESSON PLAN II

School   : SMPN 2 Indrajaya

Lesson/Meeting   : English/ 2

Class/Semester   : VII/II

Time Allocation   : 80 minutes

1. Topic of material :written and oral text that mention the   names of animals

2.   The aim of meeting   :students could master some vocabulary of animals

3.   Method of teaching   :storytelling technique and word maps method

4.   Procedure of teaching

Introduction (20 minutes)

- Greeting and check students attendance list (5 minutes)

- Asking about students' habits in learning English (5 minutes)

- Talking about the aim and procedure of today's meeting (10 minutes)

Main Activity (45 minutes)

- Distribute a story text that contain the names of animals to the students (5 minutes)

- Teacher reads the text while expressing the action (10 minutes)

- Discussing about some vocabularies that students do not know in the story by using word maps method (15 minutes)

- Students are asked to pick some difficult vocabulary from the text and fix it on their own word map figure (15 minutes)

Conclusion (15 minutes)

- Discussing the difficulties faced by students during the teaching learning process (8 minutes)
- Concluding the materials (1 minute)
- Teacher evaluates students by giving homework (5 minutes)
- End up the class and saying thanks (1 minute)

5. Media   : Story text, paper work sheet.

  Assessment   : Written test

6. Evaluation

Indicator	Evaluation	
	Technique of Evaluation	Instrument
Students could construct and elaborate personal meaning of vocabulary (animals)	Written test	Word map figure paper

7. Final Score

 Each bubble worth 25 points   : 25 x 4 = 100

Caleue,   2018

Researcher

Shifa Rahmi

Nim.231324236

LESSON PLAN III

School   : SMPN 2 Indrajaya

Lesson/Meeting   : English/ 3

Class/Semester   : VII/II

Time Allocation   : 80 minutes

1. Topic of material   :written and oral text that mention the number of thing

2. The aim of meeting   :students could master some vocabulary of thing

3. Method of teaching   :storytelling technique and word maps method

4. Procedure of teaching

Introduction (20 minutes)

- Greeting and check students attendance list (5 minutes)

- Asking about students' habits in learning English (5 minutes)

- Talking about the aim and procedure of today's meeting (10 minutes)

Main Activity (45 minutes)

- Distribute a story text that contain the number of thing to the students (5 minutes)

- Teacher reads the text while expressing the action (10 minutes)

- Discussing about some vocabularies that students do not know in the story by using word maps method (15 minutes)

- Students are asked to pick some difficult vocabulary from the text and fix it on their own word map figure (15 minutes)

Conclusion (15 minutes)

- Discussing the difficulties faced by students during the teaching learning process (8 minutes)
- Concluding the materials (1 minute)
- Teacher evaluates students by giving homework (5 minutes)
- End up the class and saying thanks (1 minute)

5. Media   : Story text, paper work sheet.

   Assessment   : Written test

6. Evaluation

Indicator	Evaluation	
	Technique of Evaluation	Instrument
Students could construct and elaborate personal meaning of vocabulary (thing)	Written test	Word map figure paper

7. Final Score

Each bubble worth 25 points   : 25 x 4 = 100

Caleue,   2018

Researcher

Shifa Rahmi

Nim.231324236

LESSON PLAN IV & V

School   : SMPN 2 Indrajaya

Lesson/Meeting   : English/ 4 and 5

Class/Semester   : VII/II

Time Allocation   : 80 minutes

1. Topic of material   : written and oral text that mention the number
   of thing around

2. The aim of meeting   : students could master some vocabulary of
   thing

3. Method of teaching   : storytelling technique and word maps method

4. Procedure of teaching

   Introduction (20 minutes)

   - Greeting and check students attendance list (5 minutes)
   - Refresh student's mind about the last vocabulary (15 minutes)

   Main Activity (45 minutes)

   Fourth Meeting

   - Distribute a story text to the students (2 minutes)
   - Teacher reads the text and expressing the action related to the
     text (5 minutes)
   - Discussing about some vocabularies that students do not know
     in the story by using word maps method (15 minutes)
   - Students asked to sit in the group (3 minutes)
   - Students check some difficult vocabulary and fix it with their
     group member (20 minutes)

Fifth Meeting

- Each group takes turn to reread the text of each meeting in front of the class (10 minutes)
- Each group review two of vocabulary chosen by the teacher and construct it in paper work sheet (20 minutes)
- Each group demonstrated their group work in front of the class (15 minutes)

Conclusion (15 minutes)

- Discussing the difficulties faced by students during the teaching learning process (5 minutes)
- Concluding the materials (7 minute)
- End up the class and saying thanks (3 minute)

5. Media   : Story text, paper work sheet.

   Assessment   : Written test

6. Evaluation

Indicator	Evaluation	
	Technique of Evaluation	Instrument
students could master some vocabulary of animals and things	Written test	Word maps figure paper and students' group work sheet

7. Final Score

   Fourth meeting score, each bubble worth 25 points   : 25 x 4 = 100

   Fifth meeting score, each item worth 50 points   : 50 x 2 = 100

                      Caleue,   2018

                      Researcher

                      Shifa Rahmi

                      Nim.231324236

LESSON PLAN VI

School   : SMPN 2 Indrajaya

Lesson/Meeting   : English/ 6

Class/Semester   : VII/II

Time Allocation   : 80 minutes

1. Topic of material   : post-test

2. The aim of meeting   : to know student's vocabulary after teaching process

3. Method of teaching   : storytelling technique and word maps method

4. Procedure of teaching

Introduction (20 minutes)

- Greeting and check students attendance list (5 minutes)

- Explaining the purpose of last meeting and reviewing the storytelling technique and word maps method (15 minutes)

Main Activity (45 minutes)

- Giving Post-test (45 minutes)

  ✓ Distribute the test to the students (5 minutes)

  ✓ Give the instruction about the test. (10 minutes)

  ✓ Students answer written test (30 minutes)

Conclusion (15 minutes)

- Potluck (10 minutes)

- End up the class by saying thanks for their cooperation in this research (5 minutes)

5. Assessment   : Written test

6. Evaluation

Indicator	Evaluation	
	Technique of Evaluation	Instrument
to know student's vocabulary after teaching process	Written test	Students answer ten post-test questions.

7. Final Score

Each question worth 10 points   : 10 x10 = 100

Caleue,   2018

Researcher

Shifa Rahmi

Nim. 231324236

Turtle Helps

One day, there were a Rabbit and a Turtle. They went to school at the early morning. Rabbit felt that was a good day to run. Then, he asked the Turtle to run in a race with him. The Turtle accepted it. Finally they decided to go to school by run in a race. The rabbit said, "Oke Turtle, 1 2 3, go!" they started the race happily.

Suddenly, the rabbit was asked by the Fox to help him. But the Rabbit did not want to help the Fox because he really has to run in a race with the Turtle. He left the Fox. In a view times, the Turtle arrived and he help the Fox to get out. Then, the Turtle go on.

The Rabbit keep running far away from the Turtle. "Help, Help, Rabbit!" Said the Pig. But, the Rabbit do not want to help again. He really wanted to win the race. Then, the Pig asked the Turtle to help him. The Turtle help him sincerely. "Thank you Turtle now run! I want you to win the race", said the Pig.

Suddenly, the Turtle found the Rabbit stuck in a hole. "You have to help me, Turtle!" said the Rabbit to the Turtle. And the Turtle help him out of the hole. The Rabbit felt glade, he thought that he will win the race after get out from the hole. "Turtle wins, Turtle wins", yelled the Fox and the Pig. The Rabbit confused how the Turtle won the race. He did not realize that the finish line was one step of the hole. Finally, the winner was the Turtle.

Elephant and Friends

One day an elephant wandered into a forest in search of friends. He saw a monkey on a tree. "Will you be my friend?" asked the elephant. Replied the monkey, "You are too big. You can't swing from trees like me." Next, the elephant met a rabbit. He asked him to be his friends. But the rabbit said, "You are too big to play in my burrow!" Then the elephant met a frog. "Will you be my friend? He asked. "How can I?" asked the frog. "You are too big to leap about like me." The elephant was upset. He met a fox next. "Will you be my friend?" he asked the fox. The fox said, "Sorry, sir, you are too big."

The next day, the elephant saw all the animals in the forest running for their lives. The elephant asked them what the matter was. The bear replied, "There is a tiger in the forest. He's trying to gobble us all up!" The animals all ran away to hide. The elephant wondered what he could do to solve everyone in the forest. Meanwhile, the tiger kept eating up whoever he could find. The elephant walked up to the tiger and said, "Please, Mr. Tiger, do not eat up these poor animals." "Mind your own business!" growled the tiger. The elephant has a no choice but to give the tiger a hefty kick. The frightened tiger ran for his life. The elephant ambled back into the forest to announce the good news to everyone. All the animals thanked the elephant. They said, "You are just the right size to be our friend."

Independence days' competition

Today, date 17th August, it is the Independence Day. There are many competitions are held such as football, *tarik tambang*, run, *sepeda hias*, singing and dancing competition. There are also *panjat pinang* and eating chip. Well, it is so fun.

Abi, Epan, Dogi, Ucil, Mumus, and their friends join the competitions. Abi the bee joins *sepeda hias* competitions. Epan the Elephant joins singing competition. Dogi the dog and Ucil the deer join eating the chip. Musmus the civet as jury in eating chip competition.

Abi setting up the bicycle with colorful papers and he wears soldier costume, Wow it is so cool. Abi's mother provides him with orange juice and cake. Abi will join the parade for long distance. Exactly, he will thirsty. "Thankyou mother". Abi said before he goes.

Epan exercises before the competition. He will sing the song, "Desaku tercinta". Epan dress up well with a tie and he also wears sunglasses. Wow Epan looks like the famous singer. "La la la … li li li …," Epan singing and walking to the field.

Dogi and Ucil won't give up. They exercise hardly, Dogi run slowly, he said it is to manage his breathing. HUP HUP HUP HUP! Ucil exercises to jump highly. "I must be the winner" Ucil said.

Musmus prepare to be a jury. Paper, pencil, whistle, stopwatch…anything else? "Oh, hat!" Musmus said. He takes his hat in the cupboard. He does not want to fell hot during his activity. He packs his stuffs and put it on his bag. "Mom, I go!" Musmus said.

The competition is start. Abi oars his bicycle hardly. Epan is waiting his name to be called. Dogi and Ucil have stand out the area of eating the chip competition. Musmus save the whistle in his mouth and sprinkle, "PRIIIIIIT!"

Eating chip is start!!! Dogi, Ucil and other friends run from the start line to the middle of the field. There is a rope for chip. Dogi and Ucil start to jump in order they can eat that chip. "Come on Dogi!" support Dogi's father. Musmus check the stopwatch, "3 2 1 Stop guys the times up" said him.

Some of the participants eat half of their chip except Ucil. He eats all of it. Suddenly "Ucil dishonest", Dogi's father comes toward. Then Dogi's father shows them the video of Ucil. "Ucil dishonest, but he always gives me candy, what should I do?" Musmus thought. "Okay. Eating chip will be restart. For the punishment, Ucil cannot join the competition anymore!" Jury's said. Ucil regret for what he did before.

APPENDIX 5

<div align="center">

Pre-test Items

</div>

Pilihlah salah satu jawaban yang benar dibawah ini dengan memberi tanda silang (X)!

My family and I live in the city, but every year we go back to a village by (1)…… I feel thirsty then I take my drinking (2)……. in my (3)…… My village is a beautiful place. So, I take some picture with my (4)……. I love my (5)……..and my family does too. After having a lunch, I watch the (6)……..with my mother and my grandmother. Suddenly my grandfather invites me to go around. The weather is so hot, I forget to bring my (7)…… in the pocket of my (8)……There are many (9)…….and trees in the village. There is a pond near my grandfather's (10)…… It is a small (11)…… There are two rabbits. The (12)…… are eating (13)…… There are two birds on the (14)…... The (15)……are singing. There are two fish. The (16)……is swimming. There are also two white geese. The (17)……is also swimming on the pond and there is a frog on the lotus. The frog is green. I take the frogs' (18)…….with my camera. The next two days, my family and I go back to the (19)……. I'm so happy to go to the (20)……

1. A. car	B. motorcycle	C. bicycle	D. walking
2. A. thermos	B. cup	C. bottle	D. glass
3. A. pocket	B. bag	C. suitcase	D. houses
4. A. phone	B. drawing	C. camera	D. eyes
5. A. sisters	B. friends	C. car	D. village
6. A. television	B. radio	C. newspaper	D. magazine
7. A. sunglasses	B. bag	C. jacket	D. bicycle
8. A. bag	B. jacket	C. T-shirt	D. pants

9.	A. fruit	B. animals	C. vegetables	D. Houses
10.	A. house	B. horse	C. room	D. place
11.	A. pond	B. stone	C. river	D. tree
12.	A. horse	B. frog	C. rabbit	D. crocodile
13.	A. tree	B. vegetables	C. carrot	D. grass
14.	A. mountain	B. tree	C. car	D. stone
15.	A. fox	B. bird	C. rabbit	D. butterfly
16.	A. geese	B. elephant	C. Zebra	D. fish
17.	A. elephant	B. geese	C. fish	D. horse
18.	A. mother	B. picture	C. lotus	D. food
19.	A. city	B. school	C. hotel	D. village
20.	A. school	B. mountain	C. village	D. island

Post-test Items

Pilihlah salah satu jawaban yang benar dibawah ini dengan memberi tanda silang (X)!

My family and I live in the city, but every year we go back to a village by (1)…… I feel thirsty then I take my drinking (2)……. in my (3)…… My village is a beautiful place. So, I take some picture with my (4)……. I love my (5)……..and my family does too. After having a lunch, I watch the (6)……..with my mother and my grandmother. Suddenly my grandfather invites me to go around. The weather is so hot, I forget to bring my (7)…… in the pocket of my (8)…… There is a pond near my grandfather's (9)…… It is a small (10)…… There are two fish. The (11)……is swimming. There are also two white geese. The (12)……is also swimming on the pond and there is a frog on the lotus. The frog is green. I take the frogs' (13)……with my camera. There are many (14)…….and trees in the village. There are two birds on the (15)…... The (16)……are singing. There are two rabbits. The (17)…… are eating (18)…… The next two days, my family and I go back to the (19)……. I'm so happy to go to the (20)……

1. A. car	B. motorcycle	C. bicycle	D. walking
2. A. thermos	B. cup	C. bottle	D. glass
3. A. pocket	B. bag	C. suitcase	D. houses
4. A. phone	B. drawing	C. camera	D. eyes
5. A. sisters	B. friends	C. car	D. village
6. A. television	B. radio	C. newspaper	D. magazine
7. A. sunglasses	B. bag	C. jacket	D. bicycle
8. A. bag	B. jacket	C. T-shirt	D. pants
9. A. house	B. horse	C. room	D. place

10. A. pond   B. stone   C. river   D. tree
11. A. geese   B. elephant   C. Zebra   D. fish
12. A. elephant   B. geese   C. fish   D. horse
13. A. mother   B. picture   C. lotus   D. food
14. A. fruit   B. animal   C. vegetables   D. houses
15. A. mountain   B. tree   C. car   D. stone
16. A. fox   B. birds   C. rabbit   D. butterfly
17. A. horse   B. frog   C. rabbits   D. crocodile
18. A. tree   B. vegetables   C. carrot   D. grass
19. A. city   B. school   C. hotel   D. village
20. A. school   B. mountain   C. village   D. island

Pre-test Items

Pilihlah salah satu jawaban yang benar dibawah ini dengan memberi tanda silang (X)!

My family and I live in the city, but every year we go back to a village by (1)...... I feel thirsty then I take my drinking (2)....... in my (3)...... My village is a beautiful place. So, I take some picture with my (4)....... I love my (5)........and my family does too. After having a lunch, I watch the (6)........with my mother and my grandmother. Suddenly my grandfather invites me to go around. The weather is so hot, I forget to bring my (7)...... in the pocket of my (8)......There are many (9).......and trees in the village. There is a pond near my grandfather's (10)...... It is a small (11)...... There are two rabbits. The (12)...... are eating (13)...... There are two birds on the (14)...... The (15)......are singing. There are two fish. The (16)......is swimming. There are also two white geese. The (17)......is also swimming on the pond and there is a frog on the lotus. The frog is green. I take the frogs' (18).......with my camera. The next two days, my family and I go back to the (19)....... I'm so happy to go to the (20)......

1. A. car   B. motorcycle   C. bicycle   D. walking
2. A. thermos   B. cup   C. bottle   D. glass
3. A. pocket   B. bag   C. suitcase   D. houses
4. A. phone   B. drawing   C. camera   D. eyes
5. A. sisters   B. friends   C. car   D. village
6. A. television   B. radio   C. newspaper   D. magazine
7. A. sunglasses   B. bag   C. jacket   D. bicycle
8. A. bag   B. jacket   C. T-shirt   D. pants

9. A. fruit   B. animals   C. vegetables   D. houses
10. A. house   B. horse   C. room   D. place
11. A. pond   B. stone   C. river   D. tree
12. A. horse   B. frog   C. rabbit   D. crocodile
13. A. tree   B. vegetables   C. carrot   D. grass
14. A. mountain   B. tree   C. car   D. stone
15. A. fox   B. bird   C. rabbit   D. butterfly
16. A. geese   B. elephant   C. Zebra   D. fish
17. A. elephant   B. geese   C. fish   D. horse
18. A. mother   B. picture   C. lotus   D. food
19. A. city   B. school   C. hotel   D. village
20. A. school   B. mountain   C. village   D. island

Nama = SARAH NADIA   Score: 65

Kelas = VII - 8

Nama : Sarah Nadia
kelas : VII-8

Score: 80.

Post-test Items

Pilihlah salah satu jawaban yang benar dibawah ini dengan memberi tanda silang (X)!

My family and I live in the city, but every year we go back to a village by (1)…… I feel thirsty then I take my drinking (2)…… in my (3)…… My village is a beautiful place. So, I take some picture with my (4)……. I love my (5)……..and my family does too. After having a lunch, I watch the (6)……..with my mother and my grandmother. Suddenly my grandfather invites me to go around. The weather is so hot, I forget to bring my (7)…… in the pocket of my (8)…… There is a pond near my grandfather's (9)…… It is a small (10)…… There are two fish. The (11)……is swimming. There are also two white geese. The (12)……is also swimming on the pond and there is a frog on the lotus. The frog is green. I take the frogs' (13)……with my camera. There are many (14)……and trees in the village. There are two birds on the (15)…… The (16)……are singing. There are two rabbits. The (17)…… are eating (18)…… The next two days, my family and I go back to the (19)……. I'm so happy to go to the (20)……

1. A. car	B. motorcycle	C. bicycle	D.walking
2. A. thermos	B. cup	C. bottle	D. glass
3. A. pocket	B. bag	C. suitcase	D. houses
4. A. phone	B. drawing	C. camera	D. eyes
5. A. sisters	B. friends	C. car	D. village
6. A. television	B. radio	C. newspaper	D. magazine
7. A. sunglasses	B. bag	C. jacket	D. bicycle
8. A. bag	B. jacket	C. T-shirt	D. pants
9. A. house	B. horse	C. room	D. place
10. A. pond	B. stone	C. river	D. tree
11. A. geese	B. elephant	C. Zebra	D. fish

12. A. elephant   B. geese   C. fish   D. horse

13. A. mother   B. picture   C. lotus   D. food

14. A. fruit   B. animal   C. vegetables   D. houses

15. A. mountain   B. tree   C. car   D. stone

16. A. fox   B. birds   C. rabbit   D. butterfly

17. A. horse   B. frog   C. rabbits   D. crocodile

18. A. tree   B. vegetables   C. carrot   D. grass

19. A. city   B. school   C. hotel   D. village

20. A. school   B. mountain   C. village   D. island

APPENDIX 7

T Table

t Table

| cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%

Confidence Level

APPENDIX 8
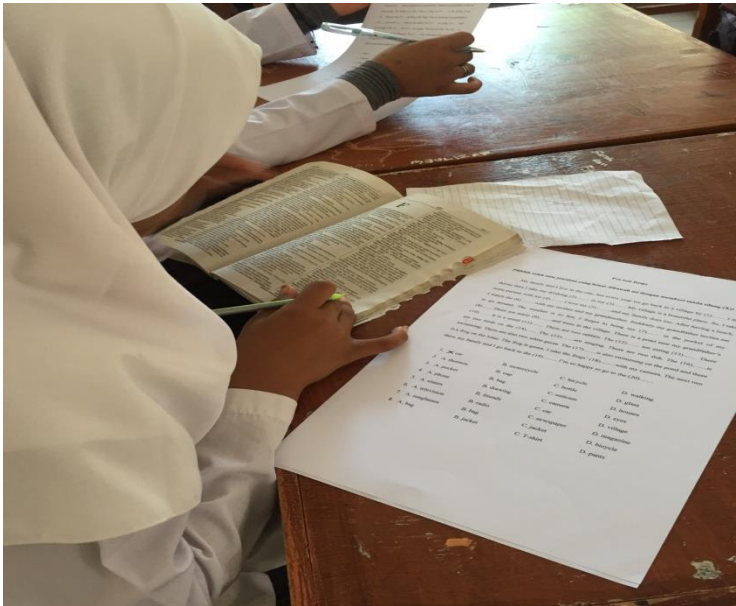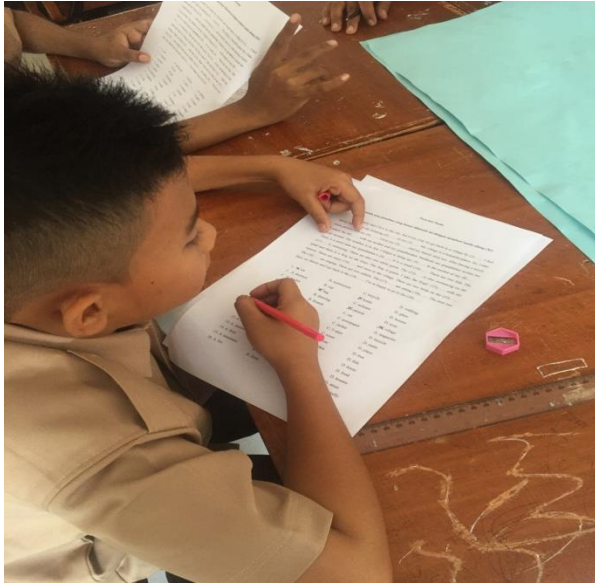
APPENDIX 9

AUTOBIOGRAPHY

Personal Identity

Name   : Shifa Rahmi
Place and Date of Birth   : Pidie, August 08th 1995
Sex   : Female
Religion   : Islam
Nationality   : Indonesian, Acehnese
Marital Status   : Single
Occupation   : Student
Address   : Jalan Arifin Ahmad, No. 19G, Ie Masen Kayee Adang, Banda Aceh
Email   : rahmishifa@gmail.com

Parent

Father's Name   : Usman Muda
Mother's Name   : Khatijah
Occupation   : Civil Servant
Address   : Dayah Sukon, Bambi, Sigli.

Educational Background

Primary School   : MIN 1 Bambi (2001- 2007)
Junior High School   : MTsN 1 Sigli (2007-2010)
Senior High School   : SMAN 1 Peukan Baro (2010-2013)
University   : UIN Ar-Raniry (2013-2018)

Banda Aceh, Jan 07th 2018

Shifa Rahmi