

**ENRICHING STUDENTS' VOCABULARY THROUGH
READING SHORT STORY**

THESIS

Submitted by:

RISKA FAJRI

**The student of English Education Department
Faculty Of Tarbiyah and Teacher Training
Reg. No : 231324217**



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By:

RISKA FAJRI

**Student of Faculty of Education and Teacher Training
Department of English Language Education
Reg No. 231324217**

Approved by:

Main Supervisor

Co. Supervisor



Syarifah Dahliana, M.Ag., M.Ed., Ph.D



Yuni Setianingsih, M.Ag

It has been defended in *Munaqasyah* in front of the council of Examiners
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Requirements for *Sarjana* Degree
S-1 on Teacher Education

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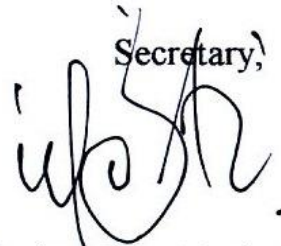
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Chairperson,



Syarifah Dahliana, M.Ag., M.Ed., Ph.D

Secretary,



Chairul Nqbal Aziz, S.Pd.

Member,



Habiburrahim, S.Ag, M.Com, MS, Ph.D

Member,



Yuni Setianingsih, M.Ag

Certified by:

✓ The Dean of Faculty of Education and Teacher Training ✓
Ar-raniry State Islamic University




Dr. Mujiburrahman, M.Ag
NIP 197109082001121001

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Riska Fajri

Nim : 231324217

Tempat/Tanggal Lahir : Aceh Besar, 05 Agustus 1995

Alamat : Jl. Bandara SIM, siron. Ingin Jaya, Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul ***“Enriching Students’ Vocabulary through Reading Short Story”*** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, seluruhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan,



(Riska Fajri)

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ABSTRACT

Name : Riska Fajri
Std. Number : 231324217
Faculty/Study Program : Teacher Training and Education / English
Education Department
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English vocabulary has a very essential role in enabling students to master English. Students cannot read, speak, listen, and write without understanding the meaning of words. Therefore, English teacher needs to enrich students' vocabulary efficiently and effectively. One of the methods that can be used to enrich students' vocabulary is short story technique. For this reason, this study concerns on students' vocabulary mastery that is taught by reading short story. This research aimed to investigate (1) the use of short story in enriching students' English vocabulary of junior high school MTsS Mutha'alimin and (2) the students' perception toward the use of short story in enriching their English vocabulary. Pre-experimental with one-group pretest-posttest design was applied. The data were collected by conducting test (pretest and posttest) and questionnaire. The population was third grade students of MTsS Mutha'alimin and the sample was Class IX B chosen through random sampling technique. The data of pretest and posttest were analyzed using t-test formula. The result revealed that t_{score} (8.22) is higher than t_{table} 2.064 ($t_{\text{score}} > t_{\text{table}}$). It means H_0 is rejected and H_a is accepted. Thus, the use of short story can enrich the students' English vocabulary at Class IX MTsS Mutha'alimin. In addition, from the students' perception, it was revealed that they are happy studying vocabulary by using reading short story because they can get a lot of new vocabularies. They say that reading short story improve their ability in mastering vocabulary. Short story is able to make the students become enthusiastic in enriching their vocabulary in order to understand the whole story proven by their test score and questionnaire result. Then, teachers are recommended to actively encourage students to practice the words/vocabularies they learnt in classroom and outside classroom, unless the new words/vocabularies will be soon forgotten by the students.

CHAPTER I

INTRODUCTION

1.1 Background of Study

Vocabulary is the most important material in foreign language teaching for young learners. Therefore, the teaching of English vocabulary has a very essential role in enabling Indonesian students to master English as their foreign language. English vocabulary mastery, in fact, has become a challenging for most Indonesian students. If one does not have sufficient number of vocabulary, he will not be able to communicate with his surroundings. According to Richard and Rodgers (2001,p. 17), “Vocabulary is one of the important elements of language proficiency that becomes the basis of how well learners speak, write, listen and read. In the past, vocabulary teaching and learning were often given little priority in second language programs”. Whereas, without a good mastery of vocabulary, learners may be discourage in using the language learning in daily activities such as watching English program, listening to the radio, reading English book and so forth.

In teaching and learning English, vocabulary as an element of language is considered as the most important factor in improving the mastery of four language skills. The students cannot clearly express their communicative needs (ideas, emotions, desires and thought) to someone if they have limited vocabulary. The students cannot read, speak, listen, and write without understanding the meaning of words. Revers in Nunan (1991) argues that the acquisition of an adequate

vocabulary is essential for successful second language use because without an extensive vocabulary, it is difficult to use structures and functions learned for comprehensible communication.

The teacher of English, as a second language should know very well how important vocabulary is. Wilkins (1972) said that the fact is while language without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So the English teacher needs to teach vocabulary efficiently and effectively to establish a condition that makes learning vocabulary occur within a reasonable period of time.

A research on vocabulary has been conducted by one of the student English department, Farah Diana entitles “Increasing Students’ Vocabulary through Islamic Short Stories”. It was conducted at SMP Inshafuddin. The result showed that Islamic short stories could improve the students’ vocabulary; the problem in reading English text is that the students often misunderstand the text due to the vocabulary. The writer assumes that a short story may help students to enrich their vocabulary.

Short story is one of the modern prose forms. A short story talks about author’s expression to anything about life experience concerning with human imagination. As literary work, story becomes an interesting thing for people to read and talk. The function of story is to entertain and to enrich mental experience. Thus, short story may make the students enthusiasm to enrich their vocabulary in order to understand the whole story. For this reason, this study concerns on students’ vocabulary mastery that is taught by reading short story.

The difference between this research and the previous research lies on the story used; the previous research used Islamic short story, while the writer used fable short story.

1.2 Research Question

Based on the background of study, the writer formulates the research problem as follows:

1. Does the use of short story enrich students' English vocabulary of MTsS Mutha'alimin?
2. What is the students' perception toward the use of short story in enriching their English vocabulary?

1.3 The Aim of Study

Related to the research questions, the aims of this research were:

1. To find out the use of short story in enriching students' English vocabulary of Mutha'alimin.
2. To investigate the students' perception toward the use of short story in enriching their English vocabulary.

1.4 Hypothesis

Based on research problem, the writer formulates the research hypothesis (H_a) and null hypothesis (H_0) as follows:

H_a : *The use of short story can enrich the students' English vocabulary at Class IXMTsSMutha'alimin.*

H_0 : *The use of short story cannot enrich the students' English vocabulary at Class IXMTsSMutha'alimin.*

1.5 Significance of Study

The writer hoped that the research was beneficial not only for the writer herself but also for teacher and students. For the writer, the result of the research was expected to be useful to inform the effect of short story in enriching students' vocabulary. The writer will know the students' improvement of their vocabulary mastery. For the teacher, this research provides an insight of the implementation short story in enriching students' vocabulary. For the students, the result of this study can motivate them to improve their vocabulary by reading short story.

1.6 Terminology

To make the research clear, the writer described some key words of this research as follows:

1.6.1 Enriching Vocabulary

Enriching means to improve the quality of something, often by adding something to it (Hornby, 2000). In this research, enriching refers to provide better or improve in quality of students' vocabulary.

Merriam Webster (2003) defined vocabulary as "a list or collection of words and phrases usually alphabetically arranged and explained or define". Vocabulary is the words in a language that a person knows or uses. In this study, vocabulary means a set of words the students learn and use in their reading activity.

Enriching vocabulary is a prominent effort that should be performed by English teachers because mastering adequate vocabulary can help the language

learners to comprehend and perform well in English skills, especially in reading skill.

1.6.2 Reading short story

Edgar Allan Poe (1846) in Das (2018) says that a short story should be read in one sitting, anywhere from a half hour to two hours and range from 1,000 to 20,000 words. Short story is one of the modern prose forms. It has a characteristics that can be read in a single sitting. Then reading is the process of looking at a series of written symbols and getting meaning from them. In this research, reading short story refers to an activity of reading a short story performed by the students in their classroom in a single sitting.

CHAPTER II

LITERATURE REVIEW

2.1 An Overview of Vocabulary

2.1.1 Definition of Vocabulary

In some literatures the meaning of vocabulary is varied among experts. Hornby (2000) states that “Vocabulary is all the words in a particular language.” In addition, vocabulary is also defined as “A list or collection of words and phrases usually alphabetically arranged and explained or define” (Merriam Webster, 2003). It means that vocabulary is any units of language used in writing, and appears between spaces, and then become a sentence.

Furhermore, vocabulary can be defined as " words that must be known to communicate effectively; words in speaking and writing (expressive vocabulary) and words in listening and reading (receptive vocabulary).” Ur (1998) states: “Vocabulary can be defined, roughly, as the words taught in the foreign languagelearning”. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. From these statements, the writer concluded that vocabulary is a list or a series of words that is used to express the idea and it is used for general communication.

Words are the basic element in contracting a language. Thus, vocabulary is a basis of a language which is very important to be mastered first. It is undeniable that if someone does not master adequate vocabulary, he/shewill get difficulties in reading and understanding the sentences.

Related to English teaching-learning process, language skills such as listening, speaking, reading, and writing need a series of word that are called vocabulary. This role leads vocabulary to be an important element in English language teaching. Therefore, it is highly important for English teachers to help their students in mastering vocabulary.

2.1.2 Types of Vocabulary

Harmer (1991) as cited in (Mofareh, 2015) classifies vocabulary into two types, namely active and passive vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Active vocabulary refers to words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Webb, 2005). In addition, active vocabulary refers to output item which the learner can use appropriately in speaking or writing, and it is also called as *productive vocabulary*. In fact, active vocabulary is more to put into practice because students must know how to pronounce it well, and they must be familiar with collocation and understand the connotation meaning of the word.

Meanwhile, the passive vocabulary refers to the words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading and listening but do not use it in speaking and writing (Webb, 2009). In addition,

passive vocabulary also refers to language items which can be recognized and understood in the context of reading or listening and also called as *receptive vocabulary* Aebersold and Field, (1997).

Besides active and passive vocabulary, Aebersold and Field (1997) also classify vocabulary into topic-specific or content specific vocabulary. Topic-specific or content-specific vocabulary is the words that appear frequently in a particular text because they are related to the topic of the text. For example, in a text on the topic of ice cream, the words flavor, texture, cone, topping and carton might appear frequently. So, those words can be called as topic-specific or content-specific vocabulary.

From the explanation above, it can be concluded that vocabulary can be classified into active or productive and passive or receptive vocabulary types. Vocabulary which the learners can use appropriately in speaking or writing is called as active or productive vocabulary. Meanwhile, vocabulary that can be recognized and understood in the context of reading and listening is called as passive or receptive vocabulary.

2.2 Brief discussion on Short Story

2.2.1 Definition of short story

Short story is a work of fiction which is usually written in prose and narrative format. A short story is fictional work of prose that is shorter in length than a novel. Edgar Allan Poe (1846) as cited in Das (2018) says that a short story should be read in one sitting, from a half hour to two hours. In contemporary fiction, a short story can range from 1,000 to 20,000 words. Because of the shorter

length, a short story usually focuses on one plot, one main character (with a few additional minor characters), and one central theme, whereas a novel can tackle multiple plots and themes, with a variety of prominent characters. Short stories also lend themselves more to experimentation - that is, using uncommon prose styles or literary devices to tell the story. Such uncommon styles or devices might get tedious and downright annoying, in a novel, but they may work well in a short story.

Short story deals with important elements that build the story itself. All of these elements take their own role to make the story sensible. They are theme, plot, setting, character and point of view (Al Alami, 2016). A short story refers to a work of fiction that is usually within prose in narrative format. It tends to be less complex than novels. Usually a short story focuses on only one incident, has a single plot, a single setting, a small number of characters, and covers a short period of time.

Based on the reason, it is clear that short stories are the most suitable literary genre to use in English teaching due to its shortness, as supported by Collie and Slater (1991) when they list four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to cover entirely in one or two class sessions. Second, short stories are not complicated for students to work with on their own. Third, short stories have a variety of choice for different interests and tastes. Finally, short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes. Pardede's (2011) study at Christian University of Indonesia revealed

that the majority of English teachers training students basically found short stories interesting to use both as materials for self-enjoyment and of as components language skill classes. The findings denoted that only 0.37% of the responses went into “Disagree” criterion; and 18.4%, “Neutral”. The other 81.5% went into the criteria of “Agree” and “Strongly Agree”.

2.2.2 Characteristics of short story

Shilpa (2015) states that in a short story there is always a point of view, that means – who is seeing the events of the story. It could be either an:

- a. First person narrator; here the narrator is the character of the story, or
- b. Second person narrator; here readers are the character of the story, or
- c. Third person narrator; this is the most common point of view used in stories.

There are two key ideas to create a short story, it is either showing or telling. Showing means to describe the characters and their actions and the telling means that the author would tell or explain something. The beginning can be designed either with an introduction or exposition or the reader will be thrown directly into the action of the story (Lepaludier, 2011).

2.2.3 The strength and weakness of using short story to enrich students' vocabulary

It is undeniable that most of the methods or techniques have their negative side in addition to their benefits, without exception for short story technique. The writer presents the strength and the weakness of short story technique in order to

ease readers in choosing which material is suitable to be taught using short story technique.

2.2.3.1 The strengths of short story

Based on Al-Dersi (2013), there are several strengths of short story:

- a. Short story makes learning English as an enjoyable and attractive process for learners.
- b. Short story stimulates learners' curiosity about the target culture and language.
- c. Short story encourages language acquisition and learners' language awareness.
- d. Short story offers new words with the actual usage in many forms, thus learners are able to understand the meaning and the usage in the context of the new words.
- e. Short story makes the readers guess what would happen next and therefore involve them in that process actively and help them understand the meaning of new words they encounter through context.
- f. Short story offers opportunities for EFL teachers to integrate them with the productive skills like speaking and writing.
- g. Short story makes the students can bring it everywhere; it does not need much time to read it.
- h. Creative opportunities: it encourages the students to be creative students.

From the statements above, it can be concluded that short story technique has many advantages, such as increasing vocabulary, enjoyable, offer the usage in

context , and not consuming much time. Therefore, it is suggested for teachers to apply this technique in teaching English, especially in teaching vocabulary.

2.2.3.2 The weakness of Short story

It is understandable that all techniques have strength and weakness. Similarly, beside its strength, short story also has weaknesses. Joseph (2015) says that one of the weakness of short story lies in its plot line. He says that the plot line of short story often gets confusing when more than one stories are becoming related since it rarely ever happens. Furthermore, when it is a large series of short stories are written by the same author, the stories tend to get repetitive. In addition, Coconi (2017) also points out that most short stories lack exposition and begin the narrative from the middle of the story, cutting straight to the chase or get to the main point of the story directly. Very often a short story will have a sudden beginning and an abrupt ending instead of a meaningful resolution, focusing more on describing one event and creating a certain emotion, rather than answering questions and solving problems.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The methodology used in this research is a quantitative. Muijs (2004) points out that in quantitative study, researchers analyze the data obtained that is in numerical form, statistically. It means that mathematical calculation is used in this study in order to examine whether the hypothesis can be proven or not. This statement is in line with Creswell (2014) who states that in order to examine the relationship between variables in a study, quantitative research is suggested to be applied. Williams (2007) also says that quantitative method requires the researchers to use statistical or mathematical approach in the data analysis of the study. Thus in this study, the writer use numeral instead of narrative words in analysing the data.

The writer used the experimental research. Experimental research is a study that creates a condition to the subject of research as a treatment. So, the meaning of the word experiment in this research is a way of trying something new, especially in order to gain experience. Here, the writer wanted to find out the impact of short stories technique to enrich vocabulary. Thus she conducted an experimental teaching to prove whether this technique is successful or not in enriching vocabulary.

In this study, the writer used pre-experimental research with one group pretest-posttest design that was conducted upon one single studied group without a comparative group or control group. Pretest and posttest was carried out and the

results of both tests were compared in order to know the students' vocabulary achievement in reading before and after giving the treatment using short stories technique. Creswell (2014, p. 192) suggests one group pretest-posttest design as follows:

Group	Pre-test	Treatment	Post-test
Experiment	→ T ₁	X	→ T ₂

T₁ symbolizes the pretest, T₂ symbolizes the post-test, and X is used to symbolize the treatment. In this design, T₁ was given before treatment and T₂ was given after treatment.

T₁ symbolizes the pretest, T₂ symbolizes the post-test, and X is used to symbolize the treatment. In this design, T₁ is given before treatment. However, T₂ is given after treatment.

There were two variables in this study, namely independent variable and dependent variable. The independent variable was the implementation of short story technique in teaching vocabulary, while the dependent variable was students' vocabulary achievement.

In this research, three meetings were conducted as the treatments for the third grade students of MTsS Mutha'alimin to know the students' vocabulary improvement. The procedure of teaching was applied based on the lesson plan.

3.2. Population and Sample

According to Arikunto (2006), population is the total of the research subject. Population is the entire things of the object that will be researched. It could be people, things, events and values happened. The population of this research was the entire of third grade students of MTsS Mutha'alimin in the academic year 2017/2018. There are five classes of the third grade students. Each class consists of 20 to 25 students. The total of the population in this school is 109 students.

Basuki (2006) utters that sample is part of object studied. Thus, the sample of this study was the third grade students in MTsS Mutha'alimin. For this research, the writer used random sampling technique. Random sampling is a kind of sampling which the participants of this research are selected randomly by the writer by using lottery. The sample of this research is students at class IXB MTsS Mutha'alimin in the Academic Year 2017/2018 which consists of 25 students.

3.3 Instrument for Data Collection

The writer used test and questionnaire as the instruments in collecting the data for this research. Below is the explanation of the instruments.

3.3.1 Test

Test is one of data collecting technique to measure students' ability. There were two kinds of test used in this study, namely pretest and posttest. Pretest aimed to measure how the students' vocabulary achievement after short story was applied in the class and it was given at the first meeting. The pretest contains of 50

questions which can be divided into two forms, first is matching form consisted of 10 questions and second is translating form consisted of 40 questions. In this experiment, the students were asked about the meaning of the vocabulary from the text given to them. For the last meeting, the writer gave post-test. Post-test was used to measure how the students' vocabulary achievement after short story and it was applied in the class.

3.3.2 Questionnaire

In order to get the subjects' responses toward the treatment being implemented in the classroom, it is necessary to use the questionnaire. Questionnaire which consists of eight questions was given to the students by providing alternative answers that will be chosen by them. The questionnaire used in this research consists of close-ended form and open-ended form. It was adopted from Diana (2011). It was given to the students after the implementation of reading short stories. The questionnaire covered all of aspects of the implementation process of this study.

3.4 Technique of Data Collection

In collecting data, the writer taught vocabulary in reading class by using short story technique for the third grade students at MTsS Mutha'alimin. Five meetings were conducted for this experiment. For the first meeting, the writer distributed pretest as explained in Appendix 2. After conducting pretest, the writer taught vocabulary in three meetings by using short story as the treatments. In the last meeting, the writer gave posttest (Appendix 3) as she did in pretest. Then the students' posttest was assessed by the writer. After both score of pretest

and posttest was collected, the data was compared to find out if the treatment can improve the students' vocabulary in order to prove hypothesis.

3.5 Technique of Data Analysis

There are some steps of statistical analysis used, namely the range of data, class interval, mean, and T-score.

a. The Range of Data

$$R = Hs - Ls$$

Where: R is the range of data

Hs is the highest score

Ls is the lowest score

b. The Amount of Interval Class

$$K = 1 + 3,3 \log n$$

Where: K is the amount of interval class

n is the number of student

c. The Length of Interval Class

$$P = \frac{R}{K}$$

Where: P is the length of interval class

R is the range of data

K is the amount of interval class

d. Calculating and tabulating the average score of the students' achievement tests from the pre-test mean and post-test mean.

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

Where:

\bar{X} = mean

$\sum fx$ = total score of frequency

N = the number of sample

e. Finding out the significant difference between the students' achievement before and after using Short story technique.

Here, the writer calculated it by using t-test.

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

Where:

t = t-score

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

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

N = total students

The technique of analyzing the questionnaire was by using the following formula as suggested by Sudijono (2012)

$$P = \frac{f}{n} \times 100\%$$

Where:

P = Percentage

F = Frequency of respondents

N = Number of Sample

100% = Constant value

CHAPTER IV

DATA ANALYSIS AND DISCUSSIONS

4.1 Description of Research Location

This research was conducted at MTsS Muta'allimin Aceh Besar which is located in Village Meulayo, Subdistrict Blang Bintang, Regency Aceh Besar. It has 16 classrooms; 6 classrooms for the first grade, 5 classrooms for the second grade, and 5 classrooms for the third grade. There are 38 teachers at this school; 15 male teachers and 23 female teachers. The number of students in this school is 400 which will be described in the table below.

Table 4.1 Students at MTsS Muta'allimin Aceh Besar

No	Grade	Class	Male	Female	Total
1	VII	6	86	89	175
2	VIII	5	70	46	116
3	IX	5	64	45	109
Total		16	220	180	400

Source: Data of MTsS Muta'allimin

The writer collected the data needed for this study in Class IX B. This class consists of 25 students. This research was conducted in Even Semester of Academic Year 2017/2018.

4.2 Data Presentation and Analysis

The data for this research come from five meetings of experimental teaching, including two meetings for the tests of pretest and posttest and three meetings for the treatments. The research sample was class IX B which has 25 students. The sample class was chosen using random sampling technique. The result of data collection is presented below.

4.2.1 Data Presentation of Tests

The writer gave two tests to assess the students' vocabulary mastery namely pretest and posttest. The following data shows the scores of experimental class in the pretest, and in the posttest, and the students' improvement in each of the test.

4.2.1.1 Pretest Score in Experimental Class

The pretest was conducted before the treatments of teaching vocabulary by using short story technique aiming to know the students' vocabulary mastery. The data is presented in the table as follows:

Table 4.2 Table of Students' Pretest Score

No	Students' Initial	Pretest Score
1	AH	35
2	ANA	32
3	AY	15
4	CN	29
5	CRCP	54
6	FZ	37
7	HK	60
8	HN	30
9	IM	33
10	M	53
11	MF	60
12	NA	56
13	NM	35
14	NMN	30
15	R	54
16	RAL	51
17	RAS	20
18	RN	41
19	S	44
20	SA	32

21	SJ	56
22	SM	28
23	SU	64
24	TM	35
25	WPR	53
Total	25	1037

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

Table 4.3 Table of the Percentage of Students' Pretest Score

score range	students' frequency	students' percentage
15-23	2	8%
24-32	6	24%
33-41	6	24%
42-50	1	4%
51-59	7	28%
60-68	3	12%
total	25	100%

The minimum score got by students in pretest is 15, therefore the lower limit of the interval is started from 15. From the table presented above, it can be seen that the students in interval 15-23 is 2 students (8%), the students in interval 24-32 is 6 students (24%), the students in interval 33-41 is 6 students (24%) or similar to the students in range 24-32, the students in interval 42-50 is 1 student (4%), the students in interval 51-59 is 7 students (28%), and the students in interval 60-68 is 3 students (12%). The highest percentage of students' score in pretest is in interval 51-59 of 7 students. On the contrary, the lowest percentage is in interval 42-50 that has only 1 student.

For clearer information, the researcher presents the figure below.

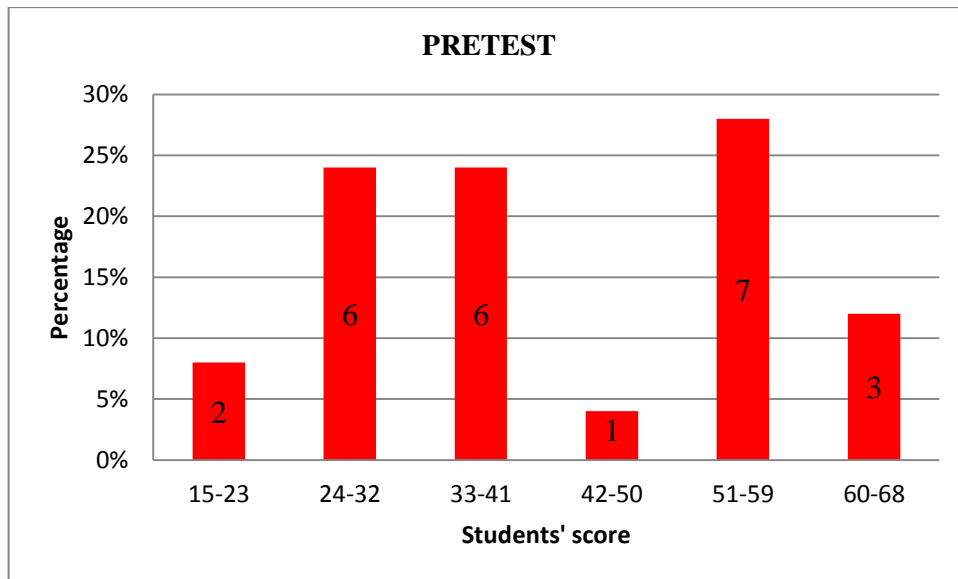


Figure 4.1 Frequency Distribution of Students' Pretest Score

Since the chart above presents the data similar to the data presented in Table 4.1, thus the explanation for the chart is similar to the explanation of Table 4.1. Then it can be concluded from the table and figure above that the highest percentage of students' score in pretest is in interval 51-59 of 6 students. On the contrary, the lowest percentage is in interval 42-50 that has 1 student.

Then from the Table 4.3 of students' pretest score above, the mean score of pretest can be calculated as follows:

$$\begin{aligned}\bar{x} &= \frac{\sum fx}{n} \\ \bar{x} &= 1037/25 \\ \bar{x} &= 41.48\end{aligned}$$

This mean score is calculated by dividing the sum of frequency with the total number of students. Thus 1037 is divided by 25, resulting 41.48 as the mean

score of pretest. This calculation result shows that the students' vocabulary average score is still low, that is 41.48.

Furthermore, the chart below illustrated the mean scores of each student in the pretest before teaching by using short story technique.

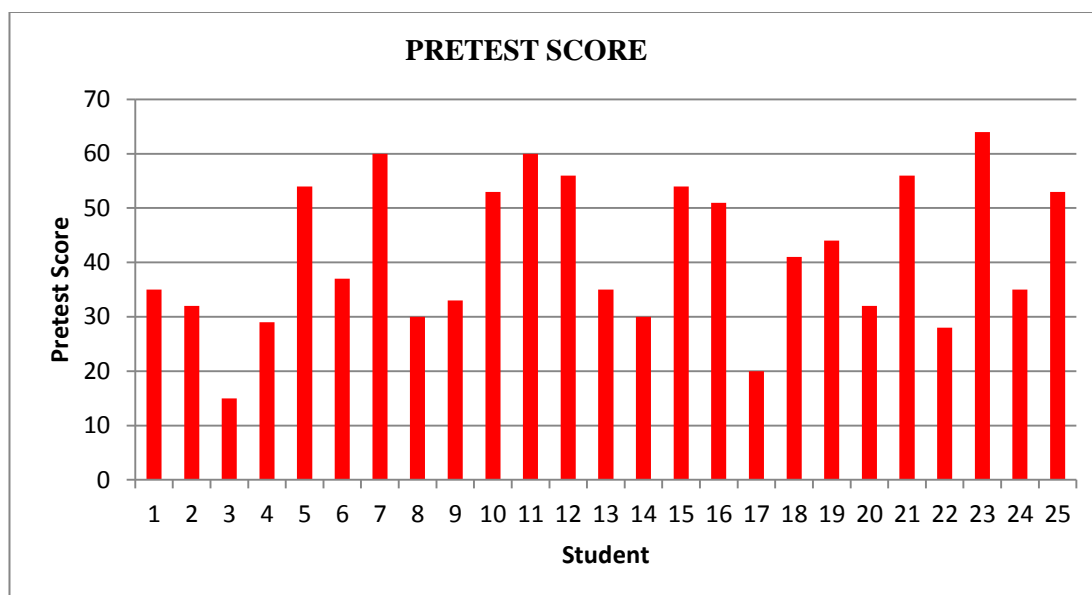


Figure 4.2. Students' Score in Pretest

In the figure, the X axis represents the students in Class IX B, whereas the Y axis represents the score of each student. Based on the chart above, it shows that the highest score is 64 achieved by one student. Meanwhile, the lowest score is 15 achieved by one student too.

4.2.1.2 The Posttest Score of Experimental Class

The posttest was conducted after giving the treatments for the students that is after teaching vocabulary using short story technique aiming to measure the students' vocabulary mastery after giving the treatments. The data is presented in the table as follows:

Table 4.4 Table of Students' Posttest Score

No	Students' Initial	Posttest Score
1	AH	82
2	ANA	62
3	AY	82
4	CN	69
5	CRCP	55
6	FZ	45
7	HK	71
8	HN	72
9	IM	46
10	M	79
11	MF	77
12	NA	76
13	NM	64
14	NMN	56
15	R	80
16	RAL	77
17	RAS	36
18	RN	72
19	S	56
20	SA	51
21	SJ	59
22	SM	42
23	SU	96
24	TM	58
25	WPR	70
Total	25	1633

The students pretest score above can be presented in the table of frequency distribution below.

Table 4.5 Table of the Percentage of Students' Posttest Score

score range	students' frequency	students' percentage
36-44	2	8%
45-53	3	12%

54-62	6	24%
63-71	4	16%
72-80	7	28%
81-89	2	8%
90-98	1	4%
total	25	100%

The minimum score got by students in posttest is 36, therefore the lower limit of the interval is started from 36. From the table presented above, it can be seen that the students in interval 36-44 is 2 students (8%), the students in interval 45-53 is 3 students (12%), the students in interval 54-62 is 6 students (24%), the students in interval 63-71 is 4 students (16%), the students in interval 72-80 is 7 students (28%), and the students in interval 81-89 is 2 students (8%) or similar to the students in range 36-44. The last, the students in interval 90-98 is 1 student (4%). In posttest, the highest percentage of students' score is in interval 72-80 of 7 students from 25 students in the class. On the contrary, the lowest percentage is in interval 90-98 that has only 1 student.

For clearer illustration, the writer presented chart as below.

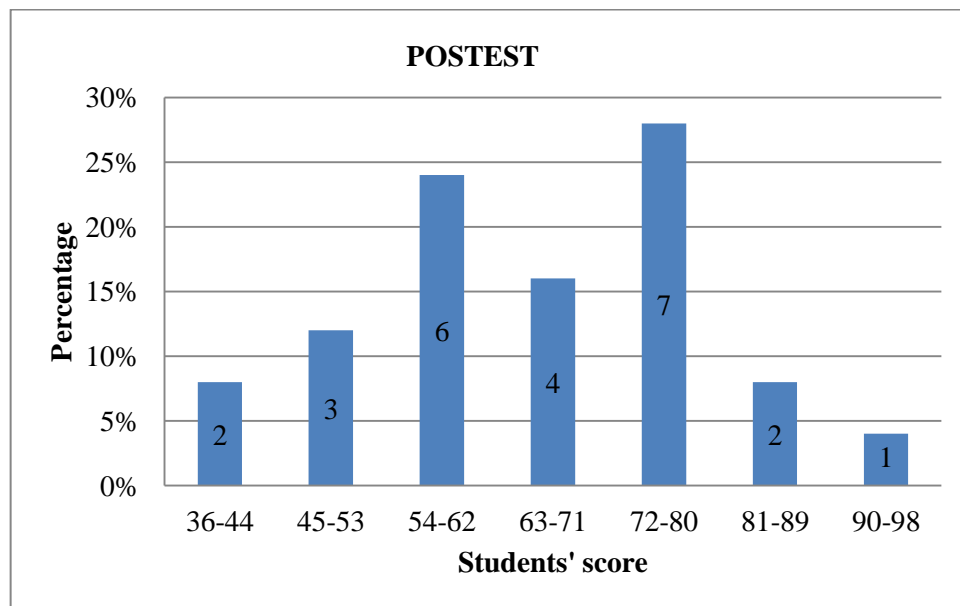


Figure 4.3 Frequency Distribution of Students' Posttest Score

Since the chart above presents the data similar to the data presented in Table 4.3, thus the explanation for the chart is similar to the explanation of Table 4.3. Then it can be concluded from the table and figure above that the highest percentage of students' score in posttest is in interval 72-80 with 7 students respectively. On the contrary, the lowest score is in interval 90-98 that has 1 student.

Then from the frequency distribution table of students' posttest score above, the mean score of posttest can be calculated as follows:

$$\begin{aligned}\bar{x} &= \frac{\sum fx}{n} \\ \bar{x} &= 1633/25 \\ \bar{x} &= 65.32\end{aligned}$$

This mean score is calculated by dividing the sum of frequency with the total number of students. Thus 1633 is divided by 25, resulting 65.32 as the mean score of posttest. This calculation result shows that the student's score is increased

from 41.48 in pretest to 65.32 in posttest. In other words, the students' achievement mean score improved 23.84 points.

Furthermore, the chart below illustrates the mean scores of each student in the posttest.

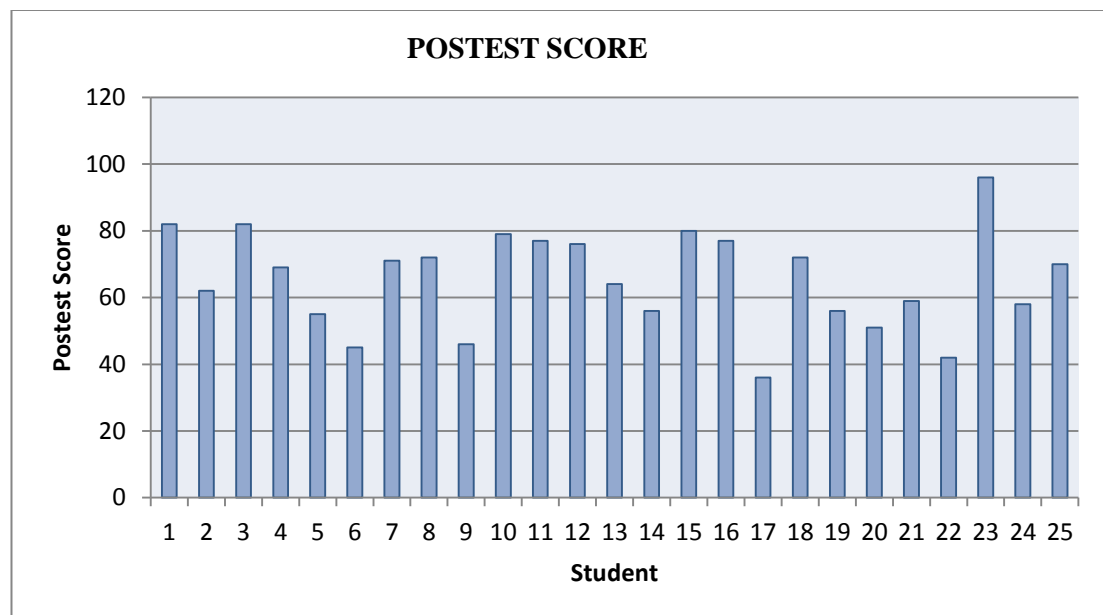


Figure 4.4 Students' Score in Posttest

Based on the chart above, the X axis represents the students in the experimental class, whereas the Y axis represents the score of each student. It shows that the highest score in posttest is 96 achieved by one student. Then, the lowest score in posttest is 36 achieved by 1 student.

4.2.1.3 The Improvement of Students' Score in Pretest and Posttest

The following chart illustrates the improvement of students' score in pretest and posttest.

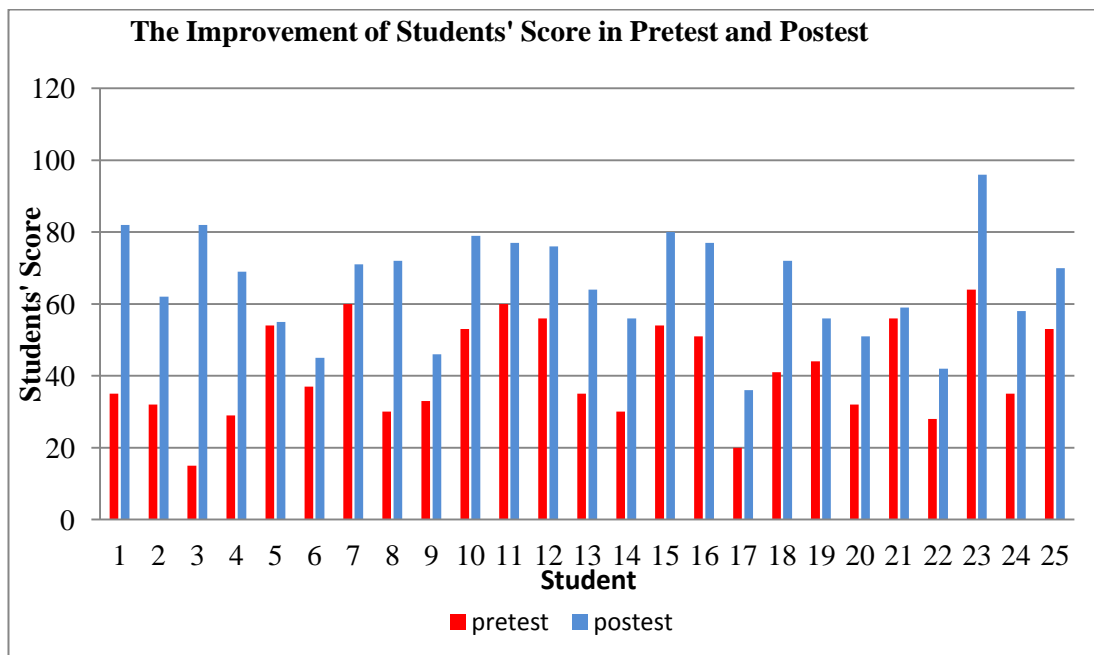


Figure 4.5. The improvement of Students' Score in Pretest and Posttest

Figure 4.5 above presents the students' vocabulary improvement before and after being taught using short story technique. The data obtained in pretest is compared to the data obtained in the posttest for each student. It shows that from 25 students in Class IX B, the highest increase is student 3 that is 67 from 15 in pretest to 82 in posttest. On the contrary, the lowest increase is student 5. For student 5, the score in pretest is 54 and the score in posttest is 55, so it increases 1 point.

In addition, the percentage of students in specific range scores is presented follows:

Table 4.6 The Students' Percentage in Pretest and Posttest Range Score

Score range	Pretest		Posttest	
	Students' frequency	Students' percentage	Students' frequency	Students' percentage
15-23	2	8%	0	0%
24-32	6	24%	0	0%

33-41	6	24%	1	4%
42-50	1	4%	3	12%
51-59	7	28%	6	24%
60-68	3	12%	2	8%
69-77	0	0%	8	32%
78-86	0	0%	4	16%
87-95	0	0%	0	0%
96-100	0	0%	1	4%
Total	25	100%	25	100%

The table above shows that in pretest, most of students (28%) are in 51-59 range score. In pretest, no one achieve score above 64. While in the posttest, most of students (32%) are in better range score, that is 69-77 range score.

4.2.1.4 Hypothesis Testing

After comparing the scores of pretest and posttest of experimental class, the writer calculates the t test as follows.

Table 4.7 Comparison score of each student in experimental class

	Pretest	Posttest	Gain (D)
Subjects	$\sum = 1037$	$\sum = 1633$	$\sum d = 596$
N=25	$\bar{x} = 41.48$	$\bar{x} = 65.32$	Md = 24
t_{table}	2.064		
t_{score}	8.22		

Based on the data in the table, the writer finds out the result $\sum d = 596$, mean score of pretest = 41.48 and mean score of posttest = 65.32. After getting the score of $\sum d$, mean score of pretest, and mean score of posttest, the writer calculates them based on the steps of the t-test formula and get the result of $t_{score} = 8.22$. and $t_{table} = 2.064$ (based on t distribution table) at level significant of 0.05 and d.b = (n-1) = 24. It means that $t_{score} > t_{table}$.

4.2.2 Data Presentation of Questionnaire

There are eight items asked in the questionnaire that was given to the students of Class IX B after the treatments and tests conducted.

4.2.2.1 Questionnaire Item 1

In Item 1, the statement is “Are you happy studying vocabulary by using reading short story?” In this item, 10 students said that they were very happy studying vocabulary by using reading short story, 13 students said that they were happy studying vocabulary by using reading short story, and 2 students said that reading short story did not significantly influence them in studying vocabulary. Overall, the students gave positive perception towards the first item. They were happy studying vocabulary by using reading short story.

4.2.2.2 Questionnaire Item 2

In Item 2, the statement is “If you are happy studying vocabulary by using reading short story, what makes you happy?” In this item, 5 students said that they were happy studying vocabulary by using reading short story because it could make the students understand the vocabulary easily, 10 students said that they were happy studying vocabulary by using reading short story because it could make them get a lot of new vocabularies, 2 students said that they were happy studying vocabulary by using reading short story because the texts were interesting, 6 students said that they were happy studying vocabulary by using reading short story because it could provide them many new knowledge, 1 student says that she was happy studying vocabulary by using reading short story because it could help in acquiring new vocabulary, and 1 student did not provide

reason/answer for this question. Overall, the students gave positive perception towards the second item. Most of them said that they were happy studying vocabulary by using reading short story because they could get a lot of new vocabularies.

4.2.2.3 Questionnaire Item 3

In Item 3, the statement is “If you are not happy studying vocabulary by using reading short story, what makes you unhappy?” In this item, 6 students said that studying vocabulary by using reading short story was difficult to be understood, 3 students said that reading short story made them difficult in getting new vocabulary, 2 students said that reading short story was not interesting for them, 2 students said that reading short story was less able in providing them new knowledge, 4 students said that they did not like reading short story because they could not read/pronounce the English words in the texts. The last 8 students did not give answer for this item which means they did not have problem with reading short story. Here, most percentage of the students said that did not feel unhappy to study vocabulary by using reading short story.

4.2.2.4 Questionnaire Item 4

In Item 4, the statement is “How is your improvement in mastering vocabulary by using reading short story?” In this item, 7 students said that reading short story significantly improved their ability in mastering vocabulary, 14 students said that reading short story improved their ability in mastering vocabulary, and 4 students said that reading short story did not significantly improve their ability in mastering vocabulary. Overall, the students gave positive perception towards the

fourth item. They said that reading short story improved their ability in mastering vocabulary.

4.2.2.5 Questionnaire Item 5

In Item 5, the statement is “What is the benefit you get from studying vocabulary by using reading short story?” In this item, 3 students said that they could add their vocabulary easily by using reading short story, 19 students said that they could add new insight by using reading short story, and the last 3 students said that reading short story made them not bored in studying vocabulary. Most of the students said that reading short story benefited them by providing new insight.

4.2.2.6 Questionnaire Item 6

In Item 6, the statement is “After studying vocabulary by using reading short story, do you often practice the vocabulary in everyday life?” In this item, 0 student said that they practiced the vocabulary in everyday life in ‘very often’ frequency, 3 students said that they practiced the vocabulary in everyday life in ‘often’ frequency, 20 students said that they practiced the vocabulary in everyday life in ‘sometimes’ frequency, 1 student said that she practiced the vocabulary in everyday life in ‘seldom’ frequency, and 1 student said that she practiced the vocabulary in everyday life in ‘never’ frequency. In this item, most of the students said that they practiced the vocabulary in everyday life sometimes, therefore their vocabulary mastery was not much increased.

4.2.2.7 Questionnaire Item 7

In Item 7, the statement is “What is your obstacle in studying vocabulary by using reading short story?” In this item, 4 students said that reading short story was difficult for them to understand, 1 student said that the texts used in reading short story were boring, 11 students said that there were many difficult vocabularies in reading short story, 4 students said that reading short story was difficult for them to understand, boring, and it had many difficult vocabularies. The last 5 students did not provide answer for this question. In this item, most of the students said that there were many difficult vocabularies in reading short story. This condition is understandable because the students did not often practice and use the new vocabularies in their everyday life; they did not frequently apply the vocabulary in their classroom and outside their classroom.

4.2.2.8 Questionnaire Item 8

In Item 8, the statement is “According to you, how is the influence of reading short story towards the improvement of vocabulary mastery?” In this item, 5 students said that reading short story highly increased their vocabulary mastery, 17 students said that reading short story increased their vocabulary mastery, and the last 3 students said that reading short story did not influence their vocabulary mastery. Overall, the students gave positive perception towards the eighth item. They said that reading short story increased their vocabulary mastery.

4.3 Discussion

As this research was aimed to answer the question about the implementation of short story technique whether it can enrich the students’

English vocabulary at Class IX MTsS Darul Mutha'alimin or not, the writer tested the null hypothesis (H_o) which stated that the use of short story cannot enrich the students' English vocabulary at Class IX MTsS Darul Mutha'alimin and research hypothesis (H_a) that is the use of short story can enrich the students' English vocabulary at Class IX MTsS Darul Mutha'alimin.

As early stated that if t_{score} is lower than t_{table} , it means that the null hypothesis (H_o) is accepted. However, if t_{score} is higher than t_{table} , then the null hypothesis (H_o) is rejected and the research hypothesis (H_a) is accepted. Referring to the calculation above, it was revealed that t_{score} is higher than t_{table} ($8.22 > 2.064$), so that the null hypothesis (H_o) is rejected and the research hypothesis (H_a) is accepted. Thus, the writer can conclude that the use of short story can enrich the students' English vocabulary at Class IX MTsS Darul Mutha'alimin.

During the teaching and learning process, students are obedient with the writer. It is understandable because the students at Class IX MTsS Darul Mutha'alimin are characterized with good and polite attitudes towards their teachers and other people. Thus the writer do not find any serious obstacles related to students' behavior. The class is also conducive because it only has 25 students, thus it is comfortable for both students and the writer. The problem found in the class is related to their low mastery of English vocabulary. Before the short story technique was applied in Class IX B, the students' English vocabulary is limited. This also happen because the students do not practice the vocabulary taught by their teachers in everyday life, thus the new and important vocabularies were forgotten. This is worsened by the fact that the reading texts used in teaching

some vocabularies are not containing interesting topics, resulted many students are not enthusiastic in reading the texts or in guessing the meaning of the new English vocabularies they found in the texts. However, after the writer introduced short story technique, the students can remember and know the meaning of the vocabularies from the texts. Consequently their posttest of vocabulary mastery score was increased 23.84 point.

Overall, the highest score achieved by the students at Clas IX B is 96 for 1 student and the lowest score is 15 for 1 student. None of students is able to achieve the maximum score of 100 because the implementation of short story technique in teaching narrative text is only in 3 meetings. It is therefore suggested for future reseachers to lengthen the duration of treatment.

There are some intriguing findings in students' pretest and posttest. In pretest, some students provide the meaning of word 'morning' as '*selamat pagi*'. Actually, the meaning of word 'morning' as '*pagi*', but they thought it was '*selamat pagi*' because they usually hear or use it in greetings. Similar condition also happen for the word 'afternoon'. Then, one student translate the word 'help' as 'hand phone'. In posttest, some students provide the meaning of word 'place' as '*mohon*' which is the meaning of word 'please'. The students gave wrong translation of the word 'place' because the pronunciation of word 'place' and 'please' is almost the same. This also occurred in word 'mocking' which means '*mengejek*', but some students translate it to '*merokok*' which is the translation of word 'smoking'. In addition, some students provide the meaning of word 'rich' as '*nasi*' which is the meaning of word 'rice'. The students gave wrong translation of

the word 'place' because the words 'rich' and 'rice' has almost the same form of writing. Then, some students translate the word 'dawn' as 'duduk'. This is because the students usually hear the word 'dawn' pronounce similarly to word 'down', and the students usually hear the word 'down' in phrase 'sit down' every time they greet teachers in their classroom. All of these findings indicate that there is a crucial need to teach correct pronunciation of English vocabulary for students in applying reading short story, unless they will be trapped in defining the vocabularies they found in the short story incorrectly.

For the students' perception, it was revealed that they are happy studying vocabulary by using reading short story. Most of them say that they are happy studying vocabulary by using reading short story because they can get a lot of new vocabularies. They say that reading short story improve their ability in mastering vocabulary. Then most of the students say that reading short story benefits them by providing new insight. Most of the students say that they practice the vocabulary in everyday life sometimes, therefore their vocabulary mastery is not much increased. Furthermore, most of the students say that there are many difficult vocabularies in reading short story. This condition is understandable because the students do not often practice and use the new vocabularies in their everyday life; they do not frequently apply the vocabulary in their classroom and outside their classroom. Overall, the students give positive perception towards reading short story. They say that reading short story increase their vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of analysis of the research, it shows that the values of t_{score} is 8.22 and t_{table} is 2.064 on degree of significance is 0.05. It means that t_{score} is higher than t_{table} . Therefore, the research hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected or it can be said the result has answered the research question that the use of short story enrich students' English vocabulary of MTsS Mutha'alimin which is proven by the students' mean score increased from 41.48 in pretest to 65.32 in posttest. Furthermore, the students' perception toward the use of short story in enriching their English vocabulary is good. They give positive perception towards reading short story. They say that reading short story increase their vocabulary mastery and they are happy studying vocabulary by using reading short story because they can get a lot of new vocabularies.

5.2 Suggestion

After conducting her research about the implementation of short story in teaching vocabulary, the writer is likely to give some suggestions for teachers and students. For teachers, they are recommended to choose interesting themes and topics which are famous among students so that the students have background knowledge and eagerly interest about the topic given to them and they can easily try to guess and remember the new vocabularies. Then, teachers also should actively encourage students to practice the words/vocabularies they learnt in

classroom and outside classroom, unless the new words/vocabularies will be soon forgotten by the students.

For the students, based on the research findings, they mostly practice the words/vocabularies only in sometimes category, resulting their posttest was not achieved 100 mean score. Therefore, they are suggested to use the words/vocabularies in classroom and outside classroom, unless the new words/vocabularies will be soon forgotten. Then, students should have motivation to learn new words/vocabularies in English, because it is very prominent for them in learning English.

For the next reseachers, they are recommended to use the stories which derived from local cultures so that students can relate the texts with the stories they learn in their community, which then the students can be easier to memorize the English words/vocabularies.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/828/2017
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.
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MEMUTUSKAN

- Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Syarifah Dahlia, M.Ag., M.Ed., Ph.D
2. Yuni Setianingsih, M.Ag
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Riska Fajri
NIM : 231324217
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Enriching Students' Vocabulary through Reading Short Story
- 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: 18 Januari 2017
An. Rektor
Dekan,


Dr. Muliburrahman, 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;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

03 Januari 2018

Nomor : B-38/Un.08/TU-FTK/ TL.00/01/2018

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	: Riska Fajri
N I M	: 231 324 217
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Bandara SIM, No.10 Desa Meunasah Tutong Lambaro Kafe A.Besa

Untuk mengumpulkan data pada:

MTsS Darul Mutha'alimin

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

Enriching Students' Vocabulary Through Reading Short Story

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



Ap. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG.UMUM BAG.UMUM

Kode 6473



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KOTA JANTHO – 23911

email : kabacehbesar@kemenag.go.id

Nomor : B- 005 /KK.01.04/1/PP.00.01/01/2018
Sifat : -
Lampiran : -
Hal : Mohon Bantuan dan Izin Mengumpulkan Data Skripsi

Kota Jantho, 05 Januari 2018

Kepada:

Yth, Kepala MTsS Darul Mutha' alimin Aceh Besar

Di Tempat

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, Nomor : B-38/Un.08/TU-FTK I/TL.00/01/2018 tanggal 03 Januari 2018. Perihal sebagaimana tersebut dipokok surat, maka dengan ini dimohonkan kepada saudara memberikan bantuan kepada mahasiswa/i yang tersebut namanya dibawah ini:

Nama : Riska Fajri
Nim : 231 324 217
Pogram Studi : Pendidikan Bahasa Inggris

Untuk melakukan pengumpulan data dalam rangka penyusunan Skripsi untuk meyelesaikan studinya pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, di MTsS Darul Mutha' alimin Aceh Besar adapun judul Skripsi:

“ ENRICHING STUDENTS` VOCABULARY THROUGH READING SHORT STORY ”.

Demikian surat ini dibuat atas bantuannya kami ucapkan terima kasih.



Tembusan :

1. Akademik Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh
2. Arsip



YAYASAN DAYAH DARUL MUTA'ALLIMIN

مدرسة دار المعلمين

MTS SWASTA MUTA'ALLIMIN

GAMPONG MEULAYO KEC. BLANG BINTANG KAB. ACEH BESAR

Jl. Bandara Sultan Iskandar Muda Km. 12, 5 Gampong Meulayo Kec. Blang Bintang Kab. Aceh Besar

Cp : 085277296099 Email : mutaallimin@gmail.com Website : www.mtsmutaallimin.blogspot.com

SURAT KETERANGAN PENELITIAN

NOMOR : MTs.01.04.29.014/YDM/2018

Yang bertanda tangan dibawah ini :

Nama lengkap : Zaki Fitriadi, S.Pd
Jabatan : Kepala Madrasah
Nama Madrasah : MTS Swasta Muta'allimin
Alamat Madrasah : Jl. Bandara Sultan Iskandar Muda, Km. 12, 5 Gampong
Meulayo Kecamatan Blang Bintang Kabupaten Aceh Besar.
Status Madrasah : Swasta

Menerangkan dengan sebenarnya bahwa :

Nama lengkap : **RISKA FAJRI**
NIM : 231 324 217
Jurusan/Prodi : Pendidikan Bahasa Inggris

Adalah benar yang tersebut namanya diatas merupakan mahasiswa yang telah menyelesaikan Penelitian di MTsS Muta'allimin dengan judul skripsi "**ENRICHING STUDENTS VOCABULARY THROUGH READING SHORT STORY**" di Kelas IX (Sembilan) MTs Swasta Muta'allimin Aceh Besar" mulai tanggal 09 Januari 2017.

Demikian surat ini di buat agar dapat dipergunakan seperlunya. Atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.



Meulayo, 18 Januari 2018

Kepala Madrasah,

(Zaki Fitriadi, S. Pd)

Appendix 1

Lesson Plan

Rencana Pelaksanaan Dan Pembelajaran (RPP)

A. Identitas RPP

Unit Pendidikan : MTsS Darul Mutha'alimin
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX/II
Keterampilan : Reading-Narrative
Waktu : 2 x 40 Menit

B. Kompetensi Inti (KI)

1. Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi.
2. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dan sederhana, dalam kehidupan dan kegiatan siswa sehari-hari.
3. Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang dan benda, kongkrit dan imajinatif, yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat
4. Menangkap makna dan menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.

C. Kompetensi Dasar (KD)

- 3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytales, pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.7 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales

D. Indikator Pencapaian Kompetensi (IPK)

- 3.7.1. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan teks naratif tulis, sangat pendek dan sederhana, terkait fairy tales

4.7.2 Siswa dapat menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif tulis, sangat pendek dan sederhana, terkait fairy tales

4.7.2.1 Siswa dapat menjawab pertanyaan mengenai vocabulary teks naratif tulis, sangat pendek dan sederhana, terkait fairy tales yang dibaca

C. Tujuan pembelajaran :

Melalui proses membaca, menanya, mencoba, dan menalar peserta didik mampu mengidentifikasi dan menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan serta dapat menjawab pertanyaan mengenai vocabulary teks naratif tulis, sangat pendek dan sederhana, terkait fairy tales

E. Materi Pembelajaran

Topik: Cerita yang memberikan keteladanan dan dapat menumbuhkan perilaku yang termuat di KI

Teks naratif: *The Golden Egg, The Foolish Fish, The Magic Pot*

Fungsi sosial: Mendapatkan/memberikan hiburan, mengambil teladan nilai-nilai luhur.

Struktur teks naratif:

Orientasi: biasanya bagian ini berisi tentang pengenalan tokoh setting tempat/ latar, waktu.

Krisis/komplikasi: berisi tentang awal mula terjadinya masalah dan konflik-konflik yang dialami tokoh utama.

Resolusi: berisi tentang penurunan/ penyelesaian masalah dari konflik yang terjadi

Unsur kebahasaan teks naratif:

- Kalimat deklaratif dan interogatif dalam simple past tense
- Frasa adverbial: *a long time ago, once upon a time, in the end, happily ever after*
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- action verbs: *go, walk, talk*, dsb.

Example:

Orientation	Haria, a poor barber lived alone in his small hut. He was dedicated to his work. And whatever he earns was enough to fulfill his needs.
Complication	<p>One evening, after returning from work, Haria was hungry. "What shall I cook tonight?" he thought. Just then he heard a hen clucking outside his hut. "That hen would make a great feast for me," thought Haria and prepared to catch the hen.</p> <p>With a little effort he was able to catch the hen. As he was about to kill the hen, it squeaked, "Please do not kill me, O kind man! I will help you." Haria stopped. Though he was surprised that the hen spoke, he asked, "How can you help me?"</p> <p>"If you spare my life, I will lay a golden egg everyday for you," said the hen. Haria's eyes got widened in delight. Haria was surprised to hear this promise. "A golden egg! That too everyday! But why should I believe you? You might be lying," said Haria. "If I do not lay a golden egg tomorrow, you can kill me," said the hen. After this promise, Haria spared the hen and waited for the next day.</p> <p>The next morning, Haria found a golden egg lying outside his hut and the hen sitting beside it. "It is true! You really can lay a golden egg!" exclaimed Haria with great delight. He did not reveal this incident to any one, fearing that others would catch the hen.</p> <p>From that day onwards, the hen would lay a golden egg everyday. In return, Haria took good care of the hen. Very soon, Haria became rich.</p> <p>But he became greedy. He thought, "If I cut open the hen's stomach, I can get out all the golden eggs at once. I do not have to wait for the hen to lay the golden eggs one by one."</p> <p>That night, he brought the hen to the interior portion of his house and killed the hen. But to his dismay, he found no golden eggs. Not even one.</p>
Resolution	"What have I done? My greed had made me kill the hen," he wailed. But it was too late.

F. Metode Pembelajaran

Metode : Reading short story

1. Alat dan Media

1. Short story
2. Spidol
3. Papan Tulis

2. Kegiatan Pembelajaran

Langkah-Langkah Pembelajaran

Pertemuan 1

No	Kegiatan	Fase	Waktu
1.	Pendahuluan		10 Menit
	a. Guru memberi salam dan mengecek kehadiran siswa		
	b. Guru memberi motivasi belajar	➤ Memotivasi siswa	
	c. Guru mengajukan pertanyaan-pertanyaan yang berkenaan dengan kebiasaan mendengarkan dongeng di masa kecil		
	d. Guru membuka pelajaran dengan menunjukkan contoh gambar berupa kancil untuk mengingat kembali mengenai dongeng		
2.	e. Guru menjelaskan kompetensi dan tujuan pembelajaran yang akan dicapai.	➤ Menyampaikan tujuan pembelajaran	
	Kegiatan Inti		
	a. Guru menjelaskan materi tentang teks narrative kepada siswa guna memberikan background knowledge agar siswa lebih mudah mencerna teks yang dijelaskan.	➤ Menyajikan informasi	
	b. Guru membagikan teks <i>The</i>	➤ membagikan hand out teks	60 Menit

3.	<p><i>Golden Egg</i> untuk setiap siswa.</p> <p>c. Guru mengarahkan siswa untuk membaca cerita tentang <i>The Golden Egg</i></p> <p>d. Guru menanyakan arti beberapa kosakata dalam cerita <i>The Golden Egg</i></p> <p>e. Guru mengarahkan siswa untuk memahami makna dari cerita <i>The Golden Egg</i></p> <p>f. Guru mengamati dan membantu siswa memahami cerita <i>The Golden Egg</i></p> <p>g. Guru melakukan koreksi terhadap pemahaman siswa secara keseluruhan tentang teks naratif <i>The Golden Egg</i></p> <p>h. Guru memberikan <i>feedback</i> terhadap hasil bacaan siswa.</p> <p>Penutup</p> <p>a. Guru memberikan pujian dan penghargaan kepada siswa yang bisa memahami teks dengan baik</p> <p>b. Guru menanyakan kesulitan siswa selama proses belajar mengajar dan memberikan solusi terhadap masalah siswa</p> <p>c. Guru membimbing siswa untuk membuat kesimpulan tentang teks naratif.</p> <p>d. Guru menanyakan kesan siswa selama proses belajar berlangsung</p> <p>e. Guru menugaskan siswa untuk membaca short story lainnya di</p>	<p>naratif sejumlah banyaknya siswa di dalam kelas.</p> <p>➤ mengarahkan siswa untuk membaca cerita</p> <p>➤ menanyakan arti beberapa kosakata dalam cerita</p> <p>➤ mengarahkan dan membantu siswa untuk memahami makna dari cerita</p> <p>➤ memberikan pujian dan penghargaan kepada siswa yang bisa memahami teks dengan baik</p> <p>➤ menanyakan kesulitan siswa selama proses belajar mengajar dan memberikan solusi terhadap masalah siswa</p> <p>➤ membimbing siswa untuk membuat kesimpulan tentang teks naratif</p> <p>➤ memberikan tugas</p>	10 Menit
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	rumah.		
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Pertemuan 2

No	Kegiatan	Fase	Waktu
1.	Pendahuluan		10 Menit
	<ul style="list-style-type: none"> a. Guru memberi salam dan mengecek kehadiran siswa b. Guru memberi motivasi belajar c. Guru mengajukan pertanyaan-pertanyaan yang berkenaan dengan kebiasaan mendengarkan dongeng di masa kecil d. Guru membuka pelajaran dengan mengingatkan kembali mengenai dongeng The Golden Egg 	➤ Memotivasi siswa	
2.	<ul style="list-style-type: none"> e. Guru menjelaskan kompetensi dan tujuan pembelajaran yang akan dicapai. 	➤ Menyampaikan tujuan pembelajaran	
	Kegiatan Inti		
	<ul style="list-style-type: none"> a. Guru menjelaskan materi tentang teks narrative kepada siswa guna memberikan background knowledge agar siswa lebih mudah mencerna teks yang dijelaskan. 	➤ Menyajikan informasi	
	<ul style="list-style-type: none"> b. Guru membagikan teks <i>The Foolish Fish</i> untuk setiap siswa. 	➤ membagikan hand out teks naratif sejumlah banyaknya siswa di dalam kelas.	
	<ul style="list-style-type: none"> c. Guru mengarahkan siswa untuk membaca cerita tentang <i>The Foolish Fish</i> 	➤ mengarahkan siswa untuk membaca cerita	
	<ul style="list-style-type: none"> d. Guru menanyakan arti beberapa kosakata dalam cerita 	➤ menanyakan arti beberapa	
			60 Menit

3.	<p><i>The Foolish Fish</i></p> <p>e. Guru mengarahkan siswa untuk memahami makna dari cerita <i>The Foolish Fish</i></p> <p>f. Guru mengamati dan membantu siswa memahami cerita <i>The Foolish Fish</i></p> <p>g. Guru melakukan koreksi terhadap pemahaman siswa secara keseluruhan tentang teks naratif <i>The Foolish Fish</i></p> <p>h. Guru memberikan <i>feedback</i> terhadap hasil bacaan siswa.</p> <p>Penutup</p> <p>a. Guru memberikan pujian dan penghargaan kepada siswa yang bisa memahami teks dengan baik</p> <p>b. Guru menanyakan kesulitan siswa selama proses belajar mengajar dan memberikan solusi terhadap masalah siswa</p> <p>c. Guru membimbing siswa untuk membuat kesimpulan tentang teks naratif.</p> <p>d. Guru menanyakan kesan siswa selama proses belajar berlangsung</p> <p>e. Guru menugaskan siswa untuk membaca short story lainnya di rumah.</p>	<p>kosakata dalam cerita</p> <p>➤ mengarahkan dan membantu siswa untuk memahami makna dari cerita</p> <p>➤ memberikan pujian dan penghargaan kepada siswa yang bisa memahami teks dengan baik</p> <p>➤ menanyakan kesulitan siswa selama proses belajar mengajar dan memberikan solusi terhadap masalah siswa</p> <p>➤ membimbing siswa untuk membuat kesimpulan tentang teks naratif</p> <p>➤ memberikan tugas</p>	10 Menit
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Pertemuan 3

No	Kegiatan	Fase	Waktu
1.	Pendahuluan		10 Menit
	<ul style="list-style-type: none"> a. Guru memberi salam dan mengecek kehadiran siswa b. Guru memberi motivasi belajar c. Guru mengajukan pertanyaan-pertanyaan yang berkenaan dengan kebiasaan mendengarkan dongeng di masa kecil d. Guru membuka pelajaran dengan mengingatkan kembali mengenai dongeng <i>The Foolish Fish</i> 	➤ Memotivasi siswa	
2.	<ul style="list-style-type: none"> e. Guru menjelaskan kompetensi dan tujuan pembelajaran yang akan dicapai. 	➤ Menyampaikan tujuan pembelajaran	
	Kegiatan Inti		
	<ul style="list-style-type: none"> a. Guru menjelaskan materi tentang teks narrative kepada siswa guna memberikan background knowledge agar siswa lebih mudah mencerna teks yang dijelaskan. b. Guru membagikan teks <i>The Magic Pot</i> untuk setiap siswa. c. Guru mengarahkan siswa untuk membaca cerita tentang <i>The Magic Pot</i> d. Guru menanyakan arti beberapa kosakata dalam cerita <i>The Magic Pot</i> e. Guru mengarahkan siswa untuk memahami makna dari 	<ul style="list-style-type: none"> ➤ Menyajikan informasi ➤ membagikan hand out teks naratif sejumlah banyaknya siswa di dalam kelas. ➤ mengarahkan siswa untuk membaca cerita ➤ menanyakan arti beberapa kosakata dalam cerita 	60 Menit

	cerita <i>The Magic Pot</i>		
	f. Guru mengamati dan membantu siswa memahami cerita <i>The Magic Pot</i>	➤ mengarahkan dan membantu siswa untuk memahami makna dari cerita	
	g. Guru melakukan koreksi terhadap pemahaman siswa secara keseluruhan tentang teks naratif <i>The Magic Pot</i>		
	h. Guru memberikan <i>feedback</i> terhadap hasil bacaan siswa.		
	Penutup		
	a. Guru memberikan pujian dan penghargaan kepada siswa yang bisa memahami teks dengan baik	➤ memberikan pujian dan penghargaan kepada siswa yang bisa memahami teks dengan baik	
	b. Guru menanyakan kesulitan siswa selama proses belajar mengajar dan memberikan solusi terhadap masalah siswa	➤ menanyakan kesulitan siswa selama proses belajar mengajar dan memberikan solusi terhadap masalah siswa	
	c. Guru membimbing siswa untuk membuat kesimpulan tentang teks naratif.	➤ membimbing siswa untuk membuat kesimpulan tentang teks naratif	
	d. Guru menanyakan kesan siswa selama proses belajar berlangsung		
	e. Guru menugaskan siswa untuk membaca short story lainnya di rumah.	➤ memberikan tugas	
3.			10 Menit

3. Penilaian

Teknik: reading

Instrument: Bacalah teks naratif berikut ini, lalu jawablah pertanyaan di bawahnya yang berkaitan dengan arti kata-kata di dalam teks!

b. Pedoman nilai

Nilai maksimal: 100

$$\text{Nilai siswa} = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$$

Appendix 2

Pretest

Question

A Match the following words with the correct meaning.

1. Advised	Sawah
2. Arrogant	Merebus
3. Aware	Singgasana
4. Boil	Sangat Besar
5. Field	Disamping
6. Foolish	Meletakkan
7. Fought	Menyadari
8. Golden	Miskin
9. Huge	Saran
10. Hungry	Meninggalkan
11. Leave	Rahasia
12. Poor	Lapar
13. Put	Bodoh
14. Secret	Menunggu
15. Beside	Sombong
16. Spoke	Keemasan
17. Throne	Berharga
18. Tired	Berbicara
19. Valuable	Bertengkar
20. Waited	Lelah

B. Translate the following words into Indonesian:

1. Asked	:
2. Cook	:
3. Effort	:
4. Greedy	:
5. Help	:
6. Night	:
7. Late	:
8. Outside	:
9. Prepared	:
10. Promise	:
11. Crocodile	:

12. Advised	:	
13. Afternoon	:	
14. Beside	:	
15. Stone	:	
16. Fishermen	:	
17. Drink	:	
18. Surprised	:	
19. Place	:	
20. Exclaimed	:	
21. Slowly	:	:
22. Slipped	:	:
23. Leave	:	
24. Dawn	:	
25. Warned	:	
26. Laughed	:	
27. Tried	:	
28. Catch	:	
29. Worry	:	
30. Mocking	:	
31. Voice	:	
32. Strong	:	
33. Foolish	:	:
34. Market	:	:
35. Sold	:	
36. Profit	:	
37. Farmer	:	
38. Village	:	
39. Land	:	
40. Pot	:	

Appendix 3

Posttest

Question

A. Match the following words with the correct meaning.

- | | |
|------------|--------------|
| 1. Aware | Mengisi |
| 2. Believe | Bekerja |
| 3. Beside | Meninggalkan |
| 4. Put | Bodoh |
| 5. Field | Disamping |
| 6. Foolish | Meletakkan |
| 7. Fought | Menyadari |
| 8. Golden | Besok |
| 9. Kill | Berbicara |
| 10. Leave | Rahasia |
| 11. Secret | Terkejut |
| 12. Magic | Panci |
| 13. Wait | Sawah |

14. Spoke	Keemasan
15. Surprised	Menunggu
16. Fulfill	Berharga
17. Tired	Percaya
18. Tomorrow	Lelah
19. Valuable	Bertengkar
20. Work	Membunuh

B. Translate the following words into Indonesian:

1. Fulfill :
2. Help :
3. Hen :
4. House :
5. Hut :
6. Little :
7. Morning :
8. Night :
9. Late :
10. Outside :
11. Prepared :
12. Promise :
13. Rich :
14. Huge :
15. Pond :
16. Fish :
17. Arrogant :
18. Fishermen :
19. Drink :
20. Water :
21. Tomorrow :
22. Net :
23. Surprised :
24. Place :
25. Exclaimed :
26. Slowly :
27. Slipped :
28. Leave :
29. Dawn :
30. Warned :
31. Laughed :

32. Tried	:	
33. Catch	:	:
34. Worry	:	
35. Mocking	:	
36. Voice	:	:
37. Dig	:	
38. Field	:	
39. Spade	:	
40. Hit		

Students' Questionnaire

Adopted from Farah Diana (2011)

Nama:

Kelas :

1. Apakah kamu senang mempelajari vocabulary dengan menggunakan reading short story?
 - a. Sangat senang
 - b. Senang
 - c. Biasa saja
 - d. Kurang senang
 - e. Tidak senang

2. Jika kamu senang mempelajari vocabulary dengan menggunakan reading short story, apa alasannya yang membuat kamu senang?
 - a. Mudah dipahami
 - b. Banyak mendapatkan kosa kata baru
 - c. Karena ada daya tarik dari isi bacaan
 - d. Memberikan banyak pengetahuan baru
 - e.

3. Jika kamu tidak senang mempelajari vocabulary dengan menggunakan reading short story, apa alasan kamu?
 - a. Sulit dipahami
 - b. Sulit mendapatkan kosa kata baru
 - c. Tidak memiliki daya tarik
 - d. Kurang memberikan pengetahuan baru
 - e.

4. Bagaimana perkembangan kemampuan kamu dalam penguasaan vocabulary dengan menggunakan reading short story?
 - a. Sangat meningkat
 - b. Meningkat
 - c. biasa saja
 - d. tidak meningkat
 - e. sangat tidak meningkat

5. Apakah manfaat yang kamu dapatkan dari mempelajari vocabulary dengan menggunakan reading short story?
 - a. Menambah vocabulary dengan mudah
 - b. Menambah wawasan
 - c. Tidak membuat bosan
 - d. Tidak memberikan manfaat karena sudah dipahami
 - e.

6. Apakah setelah mempelajari vocabulary dengan menggunakan reading short story kamu sering mempraktikkan vocabulary tersebut dalam kehidupan sehari-hari?
 - a. Sangat sering
 - b. Sering
 - c. Kadang-kadang
 - d. Jarang
 - e. Tidak sama sekali

7. Apa kendala kamu dalam mempelajari vocabulary dengan menggunakan reading short story?
 - a. Metodenya sulit dipahami
 - b. Isi bacaannya membosankan
 - c. Terlalu banyak kosakata yang sulit di mengerti
 - d. Semuanya benar
 - e.

8. Menurut kamu, sejauh mana pengaruh reading short story terhadap peningkatan penguasaan vocabulary?
- a. Sangat meningkat
 - b. Meningkat
 - c. Biasa saja
 - d. Tidak meningkat
 - e. Sangat tidak meningkat

AUTOBIOGRAPHY

1. Name : Riska Fajri
2. Place/ date of birth : Aceh Besar/ 05 Agustus 1995
3. Sex : Female
4. Religion : Islam
5. Nationality/ ethnicity : Indonesia/Acehnese
6. Marital status : Single
7. Occupation : Student
8. Address : Jl. Bandara SIM, Siron. Aceh Besar
9. Phone Number : 085360001729
10. Educational background
 - a. Primary School : MIN MODEL, Graduated in 2007
 - b. Junior High School : MTSN MODEL, Graduated in 2010
 - c. Senior High School : SMAN 3, Graduated in 2013
 - d. College/University : English Department of Tarbiyah Faculty
of UIN Ar-Raniry.
11. Reg. Number : 231324217
12. Father Name : A. Majid Yahya
 - Occupation : Retiree
13. Mother Name : Fathimah
 - Occupation : Teacher
14. Address : Jl. Bandara SIM, Siron. Aceh Besar

Darussalam, December 30, 2018
The Writer

(Riska Fajri)