THE USE OF ILLUSTRATED NARRATIVE TEXT TO IMPROVE STUDENT'S VOCABULARY MASTERY

THESIS

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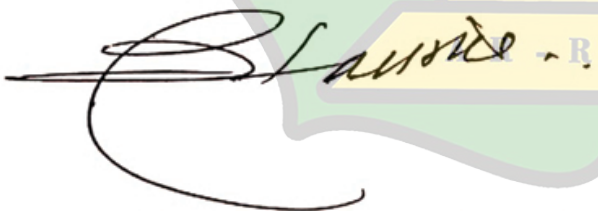
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SURAT PERNYATAAN KEASLIAN
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Saya yang bertandatangan di bawah ini:

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**The Use of Illustrated Narrative Text to Improve Student's Vocabulary
Mastery**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang**

disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya,

maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat

pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 14 Desember 2022

Saya yang membuat pernyataan,

Ovra Nenda Shinta

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

All praise and gratitude be to Allah SWT, the Lord of the worlds, the Most Gracious, the Most Merciful, who has determined everything in His hands. Alhamdulillah, with His permission, the writer was able to complete the preparation of this thesis entitled "The Use of Illustrated Narrative Text to improve Student's Vocabulary Mastery". Sholawat and salam are always given to our beloved Prophet Muhammad SAW, a prophet who is loved by Allah and who has brought complete teachings to mankind and guided us from the dark path to the bright path.

In preparing and completing this thesis, the writer received many lessons, motivational support, and lots of help from various parties. So that, she can finish writing it. In this regard, she would like to thank them all.

First of all, the writer would like to thank profusely her beloved parents, her mother, Rusnata, and her father, Drs. Hasirman who always pray and encourage the writer in completing her studies and always provide moral and material support. The writer is truly grateful for everything they have done. She wouldn't have been able to get to this step without their support.

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Finally, the writer realizes that this thesis is far from perfect. For that, the writer hopes for suggestions and constructive criticism from readers. Finally, the writer hopes that the purpose of writing this thesis can be achieved and will be useful for readers, help the teaching and learning process, and add insight to the readers.

Banda Aceh, December 15th 2022

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ABSTRACT

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Major   : Department of English Language Education

Thesis Working Title   : The Use of Illustrated Narrative Text to Improve
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The purpose of this research is to describe the implementation of illustrated narrative text in increasing students' vocabulary and to find out the improvement in students' vocabulary after applying illustrated narrative text during the teaching and learning process. It conducted to explore how a combination of visual media in the form of illustrations and interesting stories from a narrative could help students improve their vocabulary mastery. The subjects of this research are students from class VII 1 at MTsN 4 Banda Aceh which consisted of 32 students. The writer used experimental research with a quantitative approach that was conducted in three meetings. This study applied pre-experimental research which consisted of one group pretest-posttest design. To find out the development of students' vocabulary mastery, the writer provided several tests. The tests were held before the implementation of illustrated narrative text and after students got all the treatment. To analyze the data, the writer used descriptive statistic analysis in order to be able to describe and provide an overview of the frequency distribution of variables in a study and to see the general characteristic of the data. The results of this research indicated the improvement in students' vocabulary after implementing illustrated narrative text. This achievement showed by the average of students' scores, the standard deviation, as well as their responses during the learning process. The average score of students in the pretest was 62,59 then increased to 79,78 in the post-test. Then, the standard deviation of the student's pre-test was 354,1 which is lower than the standard deviation of the student's post-test, 451,3.

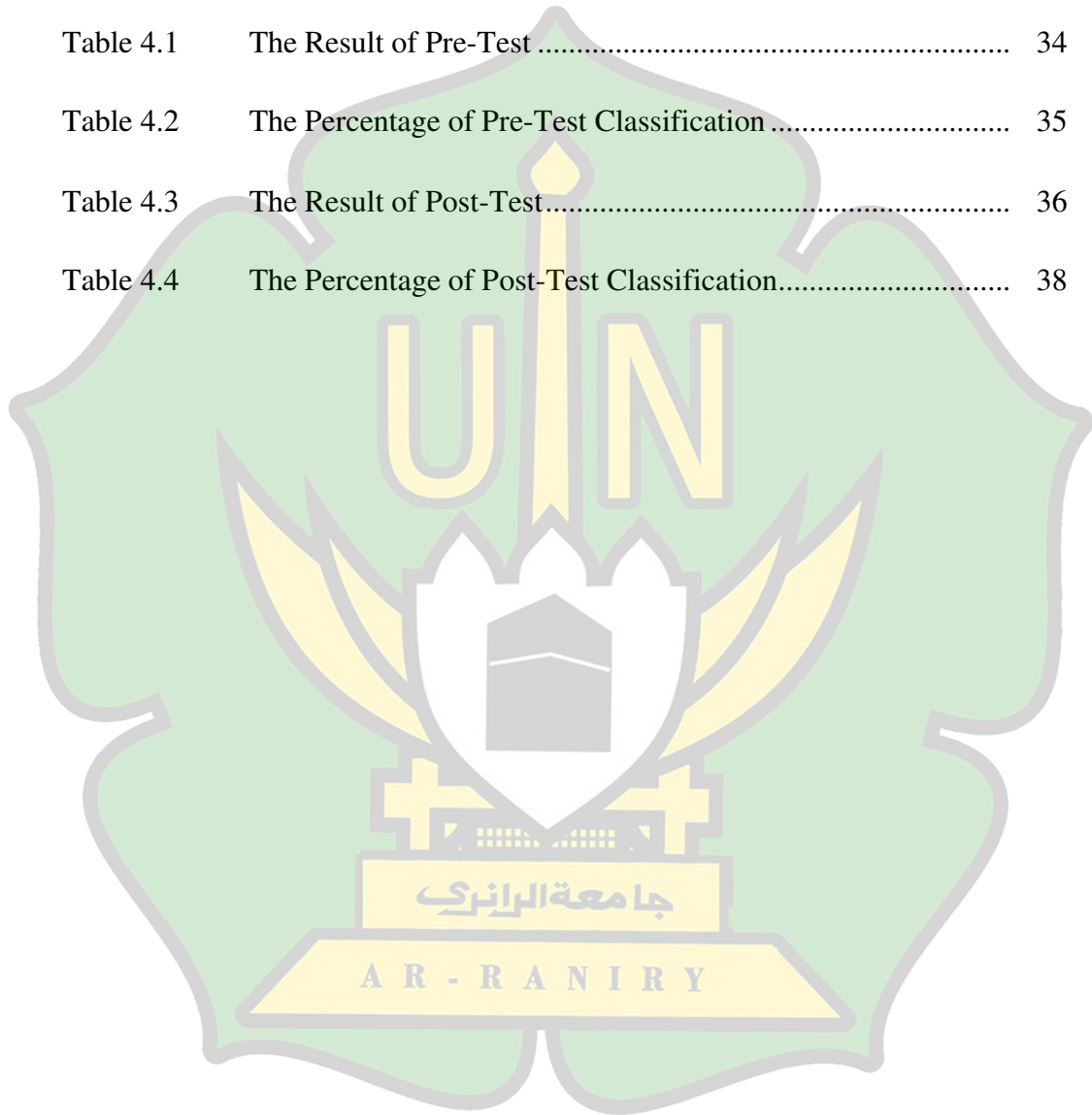*Keywords: Illustration, Narrative Text, Vocabulary Mastery*

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research question, the research aim, the significance of study, and the terminology.

A. Background of Study

Language is an important tool for communication in our daily life. Since the purpose of communication itself is to share and exchange ideas, both listeners and speakers need to understand each other to have good communication. In this world, there is a bunch of languages that people use to communicate with others. However, English is the most dominating language in the world, so we need to be able to communicate not only by using our mother tongue but also by using foreign languages, especially English. Some countries even use English as their first language, others use it as a second language or as a foreign language. Nunan (2001) stated that the spread of English gives broad access to the modern world of science from various fields such as information and communication technology (ICT), international communication, intercultural understanding, entertainment, etc. As time goes by, more and more people learn English since it allows us to study many things in this world.

In Indonesia, English is one of the subjects taught in junior and senior high schools, even in elementary schools. Yet, students still experience many difficulties in learning English. Based on my experience, one of the difficulties faced by the students is they still do not know a lot of English vocabulary,

making it difficult for them to understand even simple sentences. For example, when the teacher tried to explain some theory in English, many students could not get the point of the explanation, or when it comes to the exam section, many students complained that they did not understand the questions and asked for the translation, when they already know the translation, they would know the answer to the question. In my opinion, it was caused the student knew very little English vocabulary. Sari D.F. (2022) also stated that since students didn't understand the meaning of the majority of the terms in the text, they found it challenging to comprehend even simple short sentences from their textbooks.

In order to understand English better, students need to master vocabulary so that they can also communicate with others. In learning a language, vocabulary is very crucial. It is the key to teach English because without words no one can understand or express feelings and ideas. Wilkins (1976) said, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". He also states "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions". It implies that without grammar we can still communicate a bit with others, but without vocabulary, we are unable to speak anything. We will see the most progress if we study more words and expressions. Mastery of vocabulary may help students to be able to speak fluently. Without adequate knowledge of English vocabulary, students will not be able to convey or receive messages effectively.

However, mastering vocabulary is quite difficult for many EFL students. There are times when students are excited to learn English, they will be smarter and able to understand it well. On the other hand, if they do not intend and have a lazy mode to learn English, they will not be able to achieve it and feel bored during the learning process. Students tend to feel bored when teachers taught with the same method. Sometimes, they also lack of motivation to improve their vocabulary because they have no interest in it. According to Fidyati (2018), there are several obstacles that hinder students from mastering vocabulary, such as a lack of students' interest in reading, no specific time to repeat vocabulary so they become passive, relying too much on online and offline media translators, and a lack of effective personal learning methods. Alderman (2004) also stated that students' poor language learning performance is influenced by a lack of effort and a lack of effective learning strategies.

Therefore, teachers must be able to use various methods, techniques, or other approaches in teaching, especially to increase students' vocabulary. One of the methods that can be used to increase students' vocabulary is by using Illustrated narrative text. A narrative is a piece of writing that tells a story and, in doing so, amuses or educates the audience (Anderson, 1997). According to Hadi (2015), it will be easier for a teacher to explain the material by using media. The use of visual materials could encourage students to study and attract their attention to focus on learning. By using illustrated narrative text as a media, they will learn new vocabulary as well as visual images that are interesting and help them to get excited about learning vocabulary.

There are numerous types of narrative texts, including humor, real-life fiction, theoretical fiction, mystery, fantasy, science fiction, adventure, and so on. It has various stories with interesting plots, unique characters, complicated problems, and certain messages. Not only children, but adults also often read or even create their own narratives. Narrative text can be written based on someone's experience. That's why many people are interested in reading narrative texts. Learning by using illustrated narrative text might allow students to feel comfortable during the learning process. According to Grace and Sudarwati (2007), the narrative text has a social function to amuse, entertain and deal with reality. Further, illustrated narrative text can be categorized as one of the potential visual media that might help students improve their vocabulary. It can also create learning situations more interactive, motivating, enjoyable, and challenging while encouraging students to participate actively. Students also have the opportunity to develop the ability to observe all objects involved in the process. Learning English vocabulary through illustrated narrative text media can also create a vivid atmosphere during the learning process and generate interest and enthusiasm for student learning.

Based on the explanation above, the writer is interested in using the illustrated narrative text. Then, she wants to make sure if the visual media is possible to combine with the narrative text to improve students' vocabulary. In addition, this research may be able to help students, teachers, and readers to find out either illustrated narrative text can help students improve their vocabulary or not.

B. Research Questions

This research aims to answer the following question:

1. How the implementation of Illustrated Narrative Text can improve Students' Vocabulary?

2. How is the improvement of Students' Vocabulary after implementing Illustrated Narrative Text?

C. Research Aims

The aims of this research are:

1. To describe the implementation of Illustrated Narrative Text in improving students' vocabulary.

2. To find out the improvement of students' vocabulary after implementing Illustrated Narrative Text.

D. Significance of Study

This study anticipates providing a useful contribution for teaching English vocabulary easily and will be benefiting for teachers, students, and readers.

1. Teacher

This research will be benefit for English teachers, especially for teaching vocabulary in the classroom. The data in this research may enrich teachers' models in teaching English as well as help them to understand one of the interesting methods that can be used in the future to teach vocabulary. Thus, teachers can improve their capacity to devise innovative, effective, and interesting teaching strategies.

2. Student

Conducting this research may help students get benefits and obtain a better learning process in the future. It also motivates them to get a delightful situation and joy in the learning activities through illustrated narrative text teaching method as well as helping them to solve the problems especially relates to learning English vocabulary.

3. Reader

This study may provide information to the readers concerning the use of illustrated narrative text in improving students' vocabulary and also develop the readers' knowledge, insight, and ways of teaching vocabulary in English language classes.

E. Terminology

In conducting this research, the writer needs to explain some terms that use in this study in order to avoid miscommunication:

1. Narrative Text

According to Djuharie (2007) "Narrative is a type of text about the story of legend and resolution to amuse and to give entertain to readers". While Pardiyono (2007) said, "Narrative is a story that tells the past activities or events which order to problematic and to give a lesson to readers". According to Rebecca (2003), narrative text is a text that connects a sequence of related events which is caused by some factors.

So, the writer concludes that narrative text is a story that presents a sequence of events in chronological order. Events can really happen or just the author's

imagination. Aside from entertainment, the purpose of narrative texts is to provide readers with an aesthetic experience while also adding knowledge, information, and insight.

2. **Vocabulary**

According to Richards and Renandya (2002: 255), vocabulary is an essential component of language proficiency because it serves as the basis for how students speak, listen, read, and write. Another definition of vocabulary is stated by Ur (1996: 60) "Vocabulary is one of the crucial things to be taught in learning a foreign language because it will be impossible to speak up without a variety of words". According to Hatch and Brown (1995: 1) vocabulary is the collection of words for a certain language or a list of words that individual.

Based on the definition above, vocabulary is a list of words which an important part of our life because, without any words, one can't communicate with others.

3. **Media**

Media in this study refers to learning media such as visual media like pictures, animation, posters, illustrations, etc. According to Sadiman (2008: 7), everything that can be used to convey messages from the teacher to the student is considered a learning media. While Barizzi (2009) stated that "Learning media includes all the resources needed to communicate in learning". According to Musfiqon (2012), learning media can be defined as a tool that is used by teachers in the form of physical or non-physical in delivering material to students so that the learning

process becomes more effective and students can receive material more quickly as well as attract them to learn more.

So, media is everything that teachers use as a tool to convey information related to learning.

CHAPTER II

LITERATURE REVIEW

This chapter informs the literature review of the study including some of the theories related to narrative text, vocabulary, and media.

A. Review on Illustrated Narrative Text

1. Definition of Text

According to Nordquist (2019), a text can be as simple as 1-2 words or as complex as a novel. A text refers to content rather than form and can be understood in context. Any sequence of sentences that belong together can be considered as a text. It means that the text is realized in the form of discourse and is more conceptual. When compiling text for a particular purpose, it means that we choose the form and structure of the text that will be used so that the desired message can be conveyed correctly. In short, the text is formed from a series of sentences or words that must be continuous, cohesive, and coherent following the context of the situation. The text has a different structure according to its type. Pardiyono (2007:93-98) categorizes the text into eleven types based on its communicative purpose. They are description, narrative, discussion, procedure, exposition, review, news item, explanation, recount, report, and anecdote. However, in this study, the text was focused on the narrative text.

2. Definition of Narrative Text

A narrative, according to Anderson and Anderson (2003), is a text that entertains the reader by telling a story that has action, setting, and characters in it.

Meanwhile, According to Clouse (2008), a narrative text is a type of story, either fictional or true, that includes a series of events in which the way the story is told and how the context is presented are both important components of the story's construction, and the text should focus on an event that the audience will find interesting. A.S. Hornby in the Oxford Advanced Learner's Dictionary (1995) also defines narrative text as a description of events contained in a novel or story.

According to Gerrot and Wignell (1994: 204), the social function of narrative is to amuse, entertain, and deal in various ways with the actual or vicarious experience; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

So, Narrative text is one type of text that tells about a series of events chronologically and is connected to entertain people and gain interest.

The narrative text structure is already examined by Anderson and Anderson (2003). They stated that there are five steps involved in creating a narrative text. The steps for constructing a narrative are:

a. Orientation/ exposition: The main characters and possibly some minor characters are introduced to the readers. Some narratives also inform where the action is located and when it is taking place.

b. Complication/ rising action: Tells the beginning of the problems which involved the main character, It could happen during a time when we would normally expect some sort of complication or problem to arise. If nothing unexpected happened, the story just would not be as entertaining.

c. Climax: The narrator describes how the character reacts to the complication in this section. It includes their feeling and what they do. The event can be told chronologically (in the order that it occurs) or through flashbacks.

d. Resolution/ falling action: The conflict may be resolved in this section for better or worse, but it is rarely left entirely unsolved.

e. Reorientation: This is an optional closing remark to the story. It includes a moral lesson or advice from the author.

Types of narrative text in short stories or fiction novels can vary, such as fables (animal stories), myths, legends, folklore, fairy tales, horror, science fiction, etc. And in this study, the writer will use several types of narrative text including legends and fables.

B. The Definition of Vocabulary

It is obvious that In learning vocabulary, we need to know what vocabulary is. According to Juhendi, as cited in Nabilah (2019) vocabulary is a crucial component of language because it cannot be separated from the four language skills, reading, writing, listening, and speaking. While Ur (1996:60) defined vocabulary as a set of alphabets arranged in a dictionary consisting of one word that has meaning, or more than one word, or what is called a collection of words (phrases) that have their meaning.

Linse (2005:121) defined vocabulary as "the collection of words that an individual knows." It indicates that the low level of students' proficiency in

English is closely related to the number of vocabulary they have. They also may make a lot of mistakes if they study the meaning of numerous words without learning how to combine them in a sentence. Because of that, students need to understand the word's context in the sentence. So, it can be said that vocabulary is a collection of words used by individuals or fields including the context in a certain language. Usually, when teaching vocabulary, a teacher uses new words they've learned from reading texts. It means that she integrates vocabulary with reading.

Mukti (2012) states that vocabulary mastery is the competence to use knowledge of the words taught when students learn a foreign language, the ability to capture the meaning of words, and also not experience any trouble in pronunciation, spelling, or even use it. Thus we could say that vocabulary mastery is whole knowledge and detailed information to improve skills in the target language. Without a broad vocabulary, learners or students will not be able to use the grammar (grammar/structure) and language functions they have learned for broad communication.

From the explanation above, we could see how important vocabulary is to build good communication since we arrange words to create sentences, conversations, and discourse of all kinds. Vocabulary has an important role as it appears in all language skills.

C. The Description of Media

1. Definition of Media

According to Arsyad (2010:22), the definition of media is a means used to convey messages from a communicator to a communicant. Then added again by Sadiman (2008: 7) learning media is anything that can be used to channel messages from the sender to the recipient of the message. Barizzi. (2009) stated: "Learning media has a very broad scope, which includes humans, materials or studies that build a condition that makes students able to acquire knowledge, skills or attitudes. Learning media includes all the resources needed to communicate in learning, it can be in the form of hardware (hardware), such as computers, TVs, projectors, and software (software) used on the hardware.

In the case of education, based on the quote above, it can be concluded that learning media are tools used to convey messages or subject matter by teachers to students to stimulate students' thoughts, feelings, concerns, and interests so that the teaching and learning process can be well established.

Based on the definitions above, the writer can conclude that learning media is a tool to help the continuity and ease of the teaching and learning process. These tools serve to clarify the meaning conveyed so that learning objectives can be achieved.

2. Type of Learning Media

According to Arsyad (2010: 44), the types of learning media include:

a. Visual media, which only relies on sight; examples include print media like books, journals, maps, pictures, and so on.

b. Audio media, such as tape recorders and radio, is a category of media that only relies on hearing.

c. Audio-visual media are films, videos, TV programs, and so on.

d. Multimedia is media that involves several types of media and equipment integrated with a learning process or activity.

And in this research, since the writer used illustrated narrative text, the writer will only focus on visual media.

3. Visual Media

According to Daryanto (2011), all tools that are used in the learning process that can be enjoyed through the senses eye are called visual media. Sanjaya (2008) also said that visual media does not contain sound elements, it only can be seen. The use of learning media is very necessary to convey messages, stimulate the thoughts, feelings, and willingness of students and activate learning in responding so that it can increase students' learning motivation to practice correctly. Visual is one of the media for learning. Some of the visual media types include images/photos, sketches, posters, illustrations, and so on. However, this study will choose only one type of visual media, which is an illustration.

An illustration is defined as an image or form that accompanies the text. The image or writing is a unit that aims to clarify the text. Another opinion says that illustration is a picture or other form that intends to explain, decorate, display a

personality, and contain attraction. From this description it can be concluded that illustration has the meaning of explaining or making things clearer, illustrations can be in the form of pictures, writing, speech, motion (dance), and sound (music).

As explained above, visual media has a lot of functions that might help teachers to attract students' attention during the learning process. Illustration can be interpreted as an image in the form of a photo or painting that is used to clarify an essay, story, book content, or situation. The narrative text is a non-fiction story that can take the form of fairy tales, myths, folk tales, animal stories, and so on. Thus, Illustrated narrative text is a combination of narrative text and illustration where the interesting stories from narrative texts will be accompanied by related pictures so that people who read or see it feel more interested, as well as understand and can imagine how the story happened.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the research method which consisted of the research design, research subject, research setting, data collection method, data collection procedure, and data analysis procedure.

A. Research Design

In conducting this research, the writer used experimental research methods with a quantitative approach. According to Creswell (2008:6), quantitative research is a type of educational research in which the writer chooses what to study, collects quantifiable data from participants, analyzes these numbers using statistics, and conducts the inquiry in an unbiased, objective manner. Meanwile, Arikunto (2006) stated that quantitative research is a study that relies on numerical calculations to collect data, interpret data, and collect results. It means that quantitative research is a research approach that relies on the writer in choosing what to research by employing statistical methods to comprehend and clarify phenomena.

According to Ary (2010: 26), experimental research entails examining the effect of systematic manipulation of one variable on another variable. The independent variable or experimental treatment refers to the manipulated variable. Lodico (2006: 12) explained that the general purpose of experimental research is to find out whether a specific approach or method of doing something is "better" than the traditional method that has served as standard practice. Thus,

the method chosen for this study intended to reveal how is the use of using illustrated narrative texts can improve students' English vocabulary.

There are various types of experimental methods, such as pre-experimental design, true experimental, factorial design, and quasi-experimental designs (Ary, 2010:302), but this study employed a pre-experimental research design. This design was used in the study to determine the differences between before and after being taught using an illustrated narrative text. Pre-experiment is a type of research that only uses one experimental group or one group pretest-posttest design.

The writer used experimental research in this study because she tried to find another way that teachers can use in improving students' vocabulary. She wanted to use illustrated narrative text to teach vocabulary in the class with the hope that it could increase students' vocabulary so that the results would be better than before. The results of the study would show whether there was an improvement in students' vocabulary as well as how to implement the illustrated narrative texts in the classroom.

This research used pre-test and post-test to see the result of the treatment. One group design consisted of three steps:

1. Conducting a pre-test to assess the dependent variable.

2. Applying the experimental treatment to the subjects.

3. Conducting a post-test to measure the dependent variable once more.

Table 3.1

Pre-experimental (one group pre-test post-test) design

Pre-Test	Treatment	Post-Test
O1	X	O2

(Arikunto, 2006)

The purpose of this research design was to see the differences in students' vocabulary achievement after being taught using an illustrated narrative text. The researcher tried to find out whether the use of illustrated narrative text improves the students' vocabulary mastery by comparing the pre-test and post-test scores. After determining the main differences between before and after treatment, the efficacy of the method can be determined.

B. Research Subject

The subject of this study is first-grade students of Junior High School at MTsN 4 Banda Aceh. From a total of 6 class VII in that school, the writer only takes respondents from 1 class which contained 32 students to be the subjects in this study.

C. Research Setting

The location for this research is MTsN 4 Banda Aceh which is located in Kopelma Darussalam, Kec. Syiah Kuala.

D. Data Collection Method

Data collection method is a way to obtain data in research. The method of collecting data in this research is giving a test. According to Arikunto (2006), a

test is a series of questions, exercises, or tools used to assess students' ability, knowledge, intelligence, or talents, which have by individuals or groups. The instrument used in this research is a vocabulary test. The writer gave students two tests, a pre-test, and a post-test while there were teaching activities or treatment between the two tests.

1. Pre-Test

The pre-test was distributed to students before treatment. It was carried out before the treatment process to determine students' vocabulary mastery before being taught using illustrated narrative text. The writer gave a test that contained narrative text along with twenty questions. It has three types of questions. The first consisted of ten multiple-choice questions. The second type is five questions to match English vocabulary and its meaning. Finally, students were asked to translate five English vocabulary words into Indonesian. The scores obtained were analyzed to determine between the pre-test and post-test.

2. Post-Test

Post-test was conducted after the writer did all of the treatments. The post-test was held to see the final grade and to find out the differences in student scores before and after receiving treatment. The writer gave a test that contained twenty questions and consisted of three kinds. Seven questions were multiple-choice questions, seven questions were matching English vocabulary and its meaning, and the last six questions were translating English vocabulary into Indonesian.

E. Research Procedures

In collecting data, the writer conducted three steps which included research preparation, research implementation, and research evaluation. In this research, the writer teaches vocabulary through illustrated narrative text. The activities that would be carried out by the writer are as follows:

1. Research Preparation

In this step, the writer made preparations by designing the materials and teaching media used. There were several research plans that the writer did, including:

a) Arranging a lesson plan based on the teaching material.

b) Preparing the material.

c) Preparing the media used

d) Setting up the test instrument.

After all the preparations were completed, the writer continued to the next step, the implementation of the research.

2. Research Implementation

The activities conducted during the implementation of the research are as follows:

a. Pre-test

Before applying the illustrated narrative text, the writer gave a pre-test on 20th November 2022. The writer conducted a pretest to know the students'

ability in English Vocabulary before being given treatment using illustrated narrative text. This pretest contains 20 questions related to English vocabulary, each correct answer was scored 5 and each wrong answer was scored 0. Since the writer already knew how good the students' vocabulary skills were in the class after interviewing their English teacher, the writer has compiled the lesson plans and research materials. Lesson plans are the sets of teaching equipment made by the teacher as a guide in teaching students. It consisted of identity, the standard of competence, and learning activities. Thus, after doing the test, the writer continued to teach the students.

b. Treatment

After giving the pretest, the writer would give the treatment by teaching English vocabulary using illustrated narrative text. The procedures of treatment were as follows:

1) The writer and teacher came to see the classroom.
2) The writer introduced the illustrated narrative text to the students.
3) The writer gave students paper sheets containing narrative texts along with illustrations.
4) The students were divided into six groups.
5) The writer taught the students using illustrated narrative text.
6) The writer gave the task to the students.

The teaching and learning process is carried out following the lesson plan that has been made by the writer. The treatment was conducted in three meetings, each meeting has 80 minutes.

c. Post-Test

In the case of looking for the significant result of using illustrated narrative texts, this test was given after the treatment. At the end of the meeting, the writer would give the post-test to know students' vocabulary improvement after being taught using illustrated narrative texts. The result of the test was compared to find out the difference in students' vocabulary mastery before and after giving the treatment. This post-test contains 20 questions related to English vocabulary, each correct answer was scored 5 and each wrong answer was scored 0.

3. **Research Evaluation**

After getting all the necessary data, the writer would analyze it to find out the final results of the research data. The procedures conducted by the writer during the evaluation of this research were:

a. Giving scores on the tests that have been done by students.

b. Evaluating the activities during the teaching and learning process.

c. Process the research data.

Finally, the writer would compare the result between the pre-test and post-test. The comparison between the pre-test and post-test was used to know whether using illustrated narrative text could improve students' vocabulary mastery.

F. Techniques of Data Analysis

Data analysis is a researcher's attempt to accurately, completely, and correctly summarize the information that has been gathered. (Ahmadi:2012).

The method used to analyze the data in this study is a descriptive statistic analysis which is presented and analyzed with factual information systematically and focuses on the management, presentation, and classification of data. The quantitative data was gained from the pre-test and post-test. The student's score improvement would be calculated using the following formula:

1. Scoring the student's correct answer on the pre-test and post-test by using this formula:

$$Score = \frac{Students\ correct\ answer}{Total\ number\ of\ item} \times 100$$

2. Classifying the score of students' vocabulary test by the following classification:
   a. 96 to 100 is classified as excellent
   b. 86 to 95 is classified as very good
   c. 76 to 85 is classified as good
   d. 66 to 75 is classified as fairly good
   e. 56 to 65 is classified as fair
   f. 36 to 55 is classified as poor
   g. 0 to 35 is classified as very poor

3. To calculate the rate percentage of the student's score, the writer used the following formula:

$$p = \frac{F}{N} \times 100$$

Explanation:

P = Percentage

F = Frequency

N = Total number of students

4. Calculating student's average score by using the mean formula as follow:

$$x = \frac{\sum x}{N}$$

Explanation:

X = The average of students' score

$\sum x$ = Total score

N   = The number of students

5. Finding out the significance between the mean score of the pre-test and post-test by calculating the value of the test. The formula is presented as follows:

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{N-1}}$$

Explanation:

SD = Standard deviation

$\sum x$= The sum of all score

N   = The number of students

    To find out the student's progress in this study, the writer would compare the student's scores in the pre-test and post-test.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the writer explains the results of the research. She divides this chapter into four parts: Introduction, description of research implementation, research findings, and discussion.

A. Introduction

The subject of this research is the seventh-grade students at MTsN 4 Banda Aceh in the academic year 2022/2023 in VII 1 class which contains 32 students. The reason why the writer chose this class as the subject was because compared to the VIII or IX grade, the seventh-grade students still lack vocabulary. Therefore, the writer wanted to find out whether the approach using illustrated narrative text could help them to improve their English vocabulary.

Based on the pre-research, after an interview with the English teacher, Miss Devi, the writer found that the students in that class already knew some English vocabulary. However, many of them still have no idea about it which sometimes makes them feel worried to answer the teacher's questions. They would also speak with their friends if the class didn't have any activities. Some of the students also didn't have any motivation to join English class which showed that they didn't even look at the English teacher and just did their activities.

Moreover, if the teacher tried to explain or ask something in English, some students couldn't understand what the teacher said even a simple question. The students got difficulties grasping what the teacher stated. For example, when the

teacher asked them "any question?" almost all of the students answer "yes" which made the writer confused at that time because no one after that requested any question to the teacher. It was caused that they didn't understand what "any question?" mean.

Then, another difficulty that students faced when writing an English vocabulary, not all of them could write correctly even if they have understood the word itself. For example, they knew when the teacher said "take" but then, they asked how to write this word.

The illustrated narrative text gives the visual of words to the students. It provides an illustration that might help students excited about learning English along with an interesting story and provide them with a lot of lessons.

In short, there were two targets that the writer wanted to reach through the use of illustrated narrative text: to improve student's vocabulary and to create a vivid situation during the teaching and learning process.

B. Description of Research Implementation

The total number of students in the VII 1 of MTsN 4 Banda Aceh is 32 students. The research was conducted in three meetings. The description of activities during the experimental research is as follows:

1. First Meeting

The first meeting was held on Thursday, 20th October 2022. The writer already arranged a lesson plan for the first meeting, made worksheets that are needed during the learning process, and also prepared all of the necessary material.

After entering the class, the writer began by introducing herself and explaining the purpose she came to the class. Then she proceeded to check the attendance list and all students came that day. Next, the writer disseminated to students a pre-test in the form of a written test that contains 20 questions. It was conducted from 09:30 am to 09:50 am. This test was made to measure students' vocabulary mastery before the treatment.

After conducting a pre-test for around 20 minutes, the writer began to teach English by using illustrated narrative text. The class conditions were very noisy at that time which made the writer need to ensure students' readiness to learn. When the class already calmed down, she began to enter the topic of discussion that day.

First, the writer started to stimulate students with questions related to narrative text. She asked several questions such as whether they had read a lot of fiction or legendary stories. Almost all students, of course, answered that they had read stories like that. When the writer asked them the examples, most of them answered like Malin Kundang, Sangkuriang, Lake Toba, etc.

Then the teacher started to explain the meaning, purpose, types, and examples of narrative text. After making sure that all students understood what a narrative text is, and giving them some chances to give a question if they didn't understand, the writer continued to share a paper sheet with a narrative story entitled Lake Toba completed with its illustration. When it was distributed to the students, many of them felt confused at first, but after examining the pictures available in the story, they began to understand that it was a legendary story of Lake Toba. The

writer then asked them what illustrations they saw on the paper sheet, and almost all students answered correctly even though they did not understand all the words provided in the story, the illustrations provided, helped them understand the story itself.

Next, the writer divided students into six groups and one group had around five or six students. The narrative text that was distributed consisted of seven paragraphs and each paragraph has its illustration. Therefore, the writer gave one paragraph to each group, and they had to translate it into Indonesian. While students discussed with their group mates, the writer surrounded the class and approached each group to observe how they discussed with their friends. At that time, she found that most students could easily understand the meaning of the paragraphs through the illustration shown. Even though they didn't know all of the vocabulary in the paragraph, they already understand the contents of the story. Then, they would look up the meaning of the vocabulary they didn't know through the dictionary. After that, the writer asked one representative from each group to present the results of their discussion. Each group could present this narrative story very well.

At the end of the first meeting, the teacher asked them about their opinion on learning by using illustrated narrative text. Some students answered that they liked it because they could understand the story through the illustration. However, some of them answered that the English story was too difficult. Even though they could understand the story through the illustration, they still found a lot of difficult vocabulary that they never know before. So, it was hard for them to understand

English. After that, the teacher reviewed the material and gave them some motivation before ending the class.

2. Second Meeting

The second meeting was held on Monday, 24th October 2022. After greeting the class, the writer continued to discuss with the student about the same story from the first meeting, Lake Toba. Before starting the class, the teacher asked students to sit back with the groups that have been divided before.

After reviewing some material related to the narrative text in the first meeting, the teacher asked the students to write down at least twenty new English vocabularies they got from the Lake Toba story in their books along with their meanings. When checking some of the students' books, the writer found that there was a lot of English vocabulary they didn't know. After that, the writer also tried to make a scramble quiz for the group, where students who knew the answers to the questions given, could raise their hands and answered them. The quiz would be like guessing the meaning of vocabulary in the previous story. If the writer gave English words, students should guess the Indonesian meaning and vice versa.

During this vocabulary quiz, the writer found that all students were concentrated and seriously wanted to answer the questions given. There was no voice and all of them just focused on looking at the writer. When the question consisted of easy vocabulary like "rain" or "fish" almost half the class raised their hands. However, when the words like "gardening", "hut", or "disaster" were

asked, only a few of them wanted to answer, but at least there are still some students who could answer it.

3. Third Meeting

The third meeting was conducted on 27th October 2022. For this meeting, the writer already planned to do some activities that might reach the maximum result of the experimental research.

The writer started class with a greeting, continued to check students' attendance, and then reviewed the last week's discussion. After that, she stimulated students by giving a 5 minutes quiz like in the second meeting. She mentioned some English vocabulary from the Lake Toba story and students tried to guess the meaning of it. Compared to the last quiz, students became more active and many of them could already answer difficult vocabulary like "north", "earthquake", "hut" and so on.

After asking the students to sit back with the previous group members, the writer then distributed another illustrated narrative text story to all students and let them read it briefly and tried to understand the story. At this meeting, the writer shared two different stories, "The Wolf and The Crane" for the three groups and "The Ant and The Dove" for the other three groups of students.

For today's activity, the writer didn't ask one group representative to present the results of their discussion, but each group member should present the stories that had been shared with them. So, each member should perform their respective duties. In this narrative text, the writer also provided a list of some vocabulary

from the story on the last sheet, so it was easier for students to find out the vocabularies they didn't know. At that time, the writer could see how they all began to share their respective parts that had to be presented so that every member of the group would participate in this discussion.

The writer also went around the class to see how they worked with other members. After getting their respective parts, everyone focused on working on it because the writer also gave them a time limit for discussing. The class became quieter and more controlled than before.

After 10 minutes, the writer asked the group that wanted to go first. After all of the groups' presentations were finished, the writer realized that all students could understand the narrative texts very well. Even though several groups were not serious in their presentations, as well as some parts that were not quite right, they delivered their content much better than the first presentation.

Then the writer continued to provide some comments related to the presentation as well as some additions related to the narrative text. Finally, at the end of the third meeting, the teacher gave a post-test to measure students' ability in vocabulary mastery after learning using illustrated narrative text.

C. Research Findings

In this section, the writer presents the research findings during the implementation of teaching English vocabulary by using illustrated narrative text.

This research was conducted in three meetings which is used pre-test and post-test to see the result of the treatment.

1. **Pre-Test**

After doing the pre-test, the writer got all of the student's scores and knew their ability in mastering English vocabulary. The score from the pre-test along with its classification could be seen in the table below:

Table 4.1

The Result of Pre-Test

No	Students' Initial Name	Score	Classification
1.	AY	75	Fairly Good
2.	AA	70	Fairly Good
3.	AM	45	Poor
4.	AAN	65	Fair
5.	AUA	65	Fair
6.	BAF	60	Fair
7.	CFA	65	Fair
8.	FR	85	Good
9.	HKL	90	Very Good
10.	JCD	50	Poor
11.	KA	65	Fair
12.	LAR	65	Fair
13.	MBR	65	Fair
14.	MDR	60	Fair
15.	MDAD	55	Poor
16.	MSA	70	Fairly Good
17.	MDA	70	Fairly Good
18.	MM	40	Poor
19.	MR	38	Poor
20.	NJ	85	Good

21.	NRF	55	Poor
22.	NA	80	Good
23.	NA	70	Fairly Good
24.	NRB	60	Fair
25.	RAS	50	Poor
26.	RA	75	Fairly Good
27.	SNP	55	Poor
28.	SU	70	Fairly Good
29.	WN	55	Poor
30.	ZS	50	Poor
31.	ZD	45	Poor
32.	ZU	55	Poor

To know the average of students' scores, the writer used the mean formula below:

$$x = \frac{\sum x}{N}$$

$$x = \frac{2003}{32}$$

$$x = 62,59$$

Based on the result of the pre-test, showed that there was still a lot of English vocabulary that the students did not know. The passing grade is 70, which is mean only 11 students passed the examination and 21 students didn't pass it. They achieved an average score of 62,59. The table below would show the classification, frequency, and rate percentage of the student's score in the pre-test:

Table 4.2

The Percentage of Pre-Test Classification

No.	Classification	Frequency	Percentage
1.	Excellent (96-100)	0	-
2.	Very Good (86-95)	1	3%
3.	Good (76-85)	3	9%
4.	Fairly Good (66-75)	7	22%
5.	Fair (56-65)	9	28%
6.	Poor (36-55)	12	38%
7.	Very Poor (0-35)	0	-
	Total	32	100%

From this pre-test classification, none of the students got an excellent score. 12 students scored poor which is around 38%, then followed by 9 (28%) students who scored fair, 7 (22%) students got fairly good, 3 (9%) students gained good scores, and only 1 (3%) student got very good.

2. Post-Test

After all the teaching and learning activities in this experimental research were completed, the writer gave a post-test to see how far the students' vocabulary mastery had progressed after the implementation of illustrated narrative text in learning. The following are the students' post-test scores:

Table 4.3

The Result of Post-Test

No	Students' Initial Name	Score	Classification
1.	AY	100	Excellent

No.	Initials	Score	Category
2.	AA	95	Very Good
3.	AM	65	Fair
4.	AAN	80	Good
5.	AUA	65	Fair
6.	BAF	85	Good
7.	CFA	90	Very Good
8.	FR	85	Good
9.	HKL	100	Excellent
10.	JCD	50	Poor
11.	KA	60	Fair
12.	LAR	90	Very Good
13.	MBR	75	Fairly Good
14.	MDR	85	Good
15.	MDAD	90	Very Good
16.	MSA	75	Fairly Good
17.	MDA	100	Excellent
18.	MM	60	Fair
19.	MR	25	Vey poor
20.	NJ	90	Very Good
21.	NRF	95	Very Good
22.	NA	40	Poor
23.	NA	78	Good
24.	NRB	90	Very Good
25.	RAS	90	Very Good
26.	RA	90	Very Good
27.	SNP	95	Very Good
28.	SU	85	Good
29.	WN	90	Very Good
30.	ZS	75	Fairly Good
31.	ZD	75	Fairly Good
32.	ZU	85	Good

To know the average of students' scores in the post-test, the writer used the mean formula below:

$$x = \frac{\sum x}{N}$$

$$x = \frac{2553}{32}$$

$$x = 79{,}78$$

Based on the result of the post-test above, the student's score reached an average of 79,78 which means there was an improvement from the pre-test. Of 32 students, 25 students could reach the passing grade and 7 others didn't make it. Compared to the pre-test, the number of students who passed the test was more than before. The table below would show the classification, frequency, and rate percentage of the student's score in the pre-test:

Table 4.4

The Percentage of Post-Test Classification

No.	Classification	Frequency	Percentage
1.	Excellent (96-100)	3	9%
2.	Very Good (86-95)	11	34%
3.	Good (76-85)	7	22%
4.	Fairly Good (66-75)	4	13%
5.	Fair (56-65)	4	13%
6.	Poor (36-55)	2	6%
7.	Very Poor (0-35)	1	3%
	Total	32	100%

The percentage of post-test classification above showed that there was an improvement in students' achievement in vocabulary mastery after learning using illustrated narrative text. Compared to the pretest scores, the student's scores became so much better. In the previous test, none of the students could achieve a perfect score. But in the post-test, there were 3 (9%) students who managed to get an excellent score. Then followed 11 (34%) students got a very good classification score which was very different from the previous pre-test since only one student gained that score. Then, there were 7 (22%) students who scored good, 4 (13%) students got fairly good, 4 (13%) other students got fair, 2 (6%) students got poor scores and only 1 (3%) student who got very poor grades.

Figure 4.1

The Improvement of Student Achievement
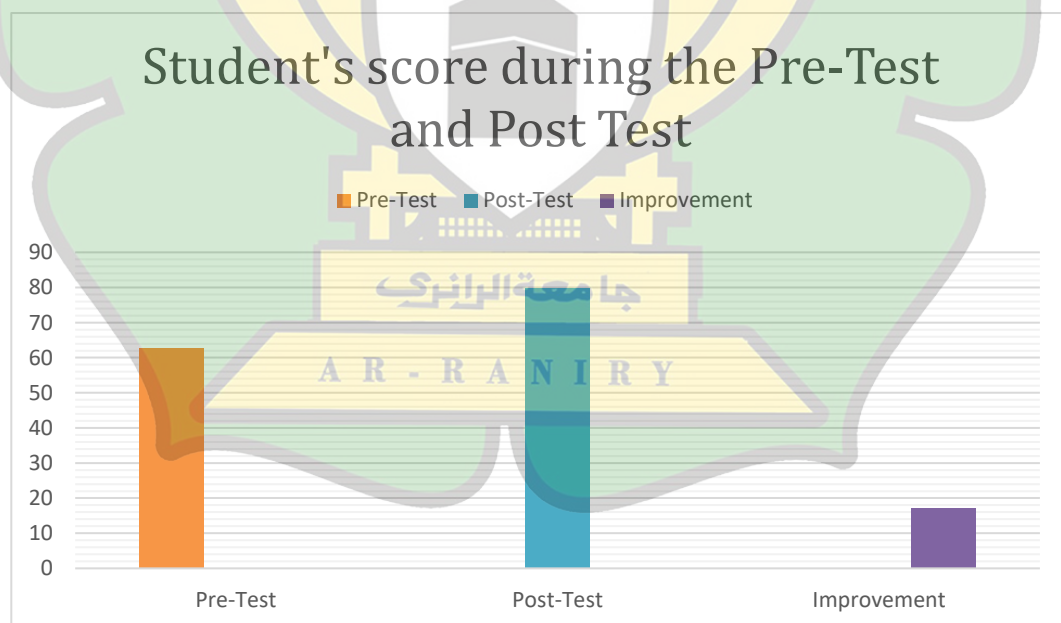
The data above showed that the mean score of the students' pre-test was 62,59, and the post-test was 79,78 which means that students' improvement after using illustrated narrative text was increased by 17.19.

Based on the data from the student's average score, the writer also calculated the standard deviation of the pre-test and post-test. The results are as follows:

PRE-TEST

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{N-1}}$$

$$SD = \sqrt{\frac{2003^2 - \frac{(2003)^2}{32}}{32-1}}$$

$$SD = \sqrt{\frac{4012009 - \frac{(4012009)}{32}}{31}}$$

$$SD = \sqrt{\frac{4012009 - 125375.281}{31}}$$

$$SD = \sqrt{\frac{3886633.7}{31}}$$

$$SD = \sqrt{125375,2813}$$

$$SD = 354.1$$

POST-TEST

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{N-1}}$$

$$SD = \sqrt{\frac{2553^2 - \frac{(2553^2)}{32}}{32-1}}$$

$$SD = \sqrt{\dfrac{6517809 - \dfrac{(6517809)}{32}}{31}}$$

$$SD = \sqrt{\dfrac{6517809 - 203682}{31}}$$

$$SD = \sqrt{\dfrac{6314127}{31}}$$

$$SD = \sqrt{203682}$$

$$SD = 451.3$$

Based on the calculation above, it could be seen that the standard deviation of the pre-test was 354,1 which is lower than the standard deviation of the student's post-test, 451,3. So, the writer concluded teaching English vocabulary by using illustrated narrative text was able to improve students' achievement.

D. Discussions

This research aimed to describe the implementation of illustrated narrative text in improving students' vocabularies and to find out the improvement of students' vocabulary after implementing illustrated narrative text. In using illustrated narrative text to improve student's vocabulary, the writer allowed students to discuss in groups. The findings in this study are based on the teaching and learning process as well as the test conducted which can be explained as follows:

1. The method of implementing illustrated narrative text

The writer found that group discussion could be used as a way to implement illustrated narrative text. It could increase cooperation between students, exchange ideas, increase their motivation to learn, and so on. In addition, individual

activities are still needed so that they can rely on themselves and improve their vocabulary, such as writing in their respective books, individual quiz, etc.

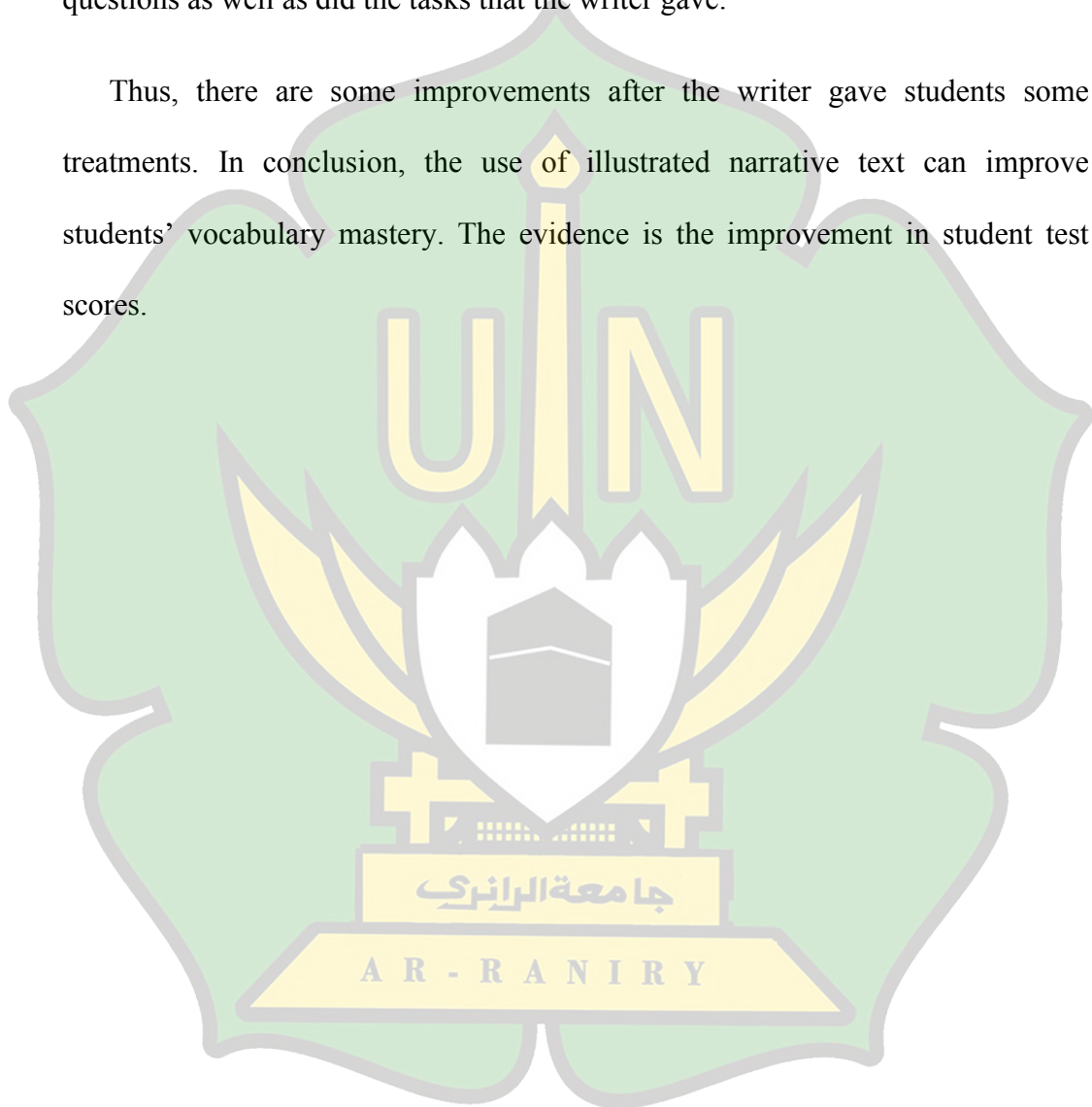## 2. The improvement in students' vocabulary mastery

During the teaching and learning process, students could easily understand the story because there were illustrations available in the narrative text. Even though the illustration did not describe all the vocabulary, because of it as well as the interesting storyline, students felt more excited to find out the meaning of the vocabulary. They also found some English vocabulary in the stories which previously they did not know how to write it. The illustrations of narrative texts have helped them unconsciously practice more and improve their mastery of English vocabulary. Several exercises and quizzes provided by the writer also support students' improvement. The result of the test also showed students' improvement in vocabulary mastery, from the pre-test with an average score of 62,59, going up to 79,78 in the post-test. The writer also calculated the standard deviation of the pre-test and post-test to find the significance between the mean score. The result indicated the development of students' scores, from 354,1 in the pre-test, became 451,3 in the post-test.

3. The improvement in the classroom atmosphere

After implementing learning using illustrated narrative text, the class atmosphere was more vivid, and students were more focused on learning. Students also enjoyed learning more, and although some of them still complained about the length of the narrative text given, the other students didn't mind because

of the available illustrations in the story. In addition, they liked the interesting plots found in the narrative stories. Although of course, these stories were very familiar to them, they still enjoyed the class and were enthusiastic in asking questions as well as did the tasks that the writer gave.

Thus, there are some improvements after the writer gave students some treatments. In conclusion, the use of illustrated narrative text can improve students' vocabulary mastery. The evidence is the improvement in student test scores.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer provides a conclusion and suggestions of the research concerning on improving students' vocabulary mastery by using illustrated narrative text.

A. Conclusions

Based on the results of the research findings and discussion in chapter IV, the writer concludes that teaching English by using illustrated narrative text can improve students' vocabulary mastery. This experimental research was done in three meetings. The writer used a group discussion method to reach her target. The improvement of students' vocabulary mastery after giving treatment was shown by the student's achievement progress in a vocabulary test, before and after the treatment. The mean score improved from 62,59 in the pre-test, becoming 79,78 in the post-test. The standard deviation also increased from 354,1 in the pre-test, to 451,3 in the post-test. Thus, teaching students by using illustrated narrative text was useful in improving students' vocabulary mastery. In the first meeting, students felt difficult to join the class since the text are too long for them. But over time they could follow it well and be able to improve their scores on the vocabulary test. The connection between the illustration and the narrative story supported the students to grasp the meaning of some new vocabulary.

The learning atmosphere in the classroom also getting better. Students felt more interested in the teaching and learning process because many illustrations

spoiled their eyes as well as the story with its unique and interesting plots. Using illustrations as a media to convey material and choosing appropriate stories for students in teaching vocabulary made the class more enjoyable.

B. Suggestions

Based on the research, the writer would like to recommend some suggestions dealing with the result of this study. Hopefully, this suggestion will be useful for the teachers, other researchers, and the educational institution.

1. For the Teacher

The teacher should select the proper strategies or teaching media that are compatible with the situation in their classroom. It is essential to attract students' interest as well as choose the right method for the learning process so that they could get a lot of knowledge just like what every teacher wants. The interesting way of teaching English may make students more easily understand the material given as well as being able to make classroom conditions more conducive. Thus, the writer suggests the teacher consider using illustrated narrative text as a teaching media to get students interested in learning English as well as might help them to improve their vocabulary mastery.

2. For the Institution

Related institutions must provide techniques and all of the teaching aids needed during the learning process so that it could support the teaching and learning activities as well as improve the quality of the teaching and learning process.

3. For Other Researchers

This research is one of the ways that the writer has done and investigated to increase student motivation in learning. The writer hopes that the results of this research will be benefiting for researchers to conduct other research related to this field.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-5877/UN.08/FTK/KP.07.6/05/2022

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 28 Maret 2022

MEMUTUSKAN

Menetapkan	:	
PERTAMA		Menunjuk Saudara:

1. Dr. Luthfi Auni, MA — Sebagai Pembimbing Pertama
2. Dr. Muhammad Nasir, M.Hum. — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Ovra Nenda Shinta**
NIM	:	**180203008**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Use of Illustrated Narrative Text to Improve Student's Vocabulary Mastery**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
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: 12 Mei 2022
Dekan,

Muslim Razali

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

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

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh

Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-13583/Un.08/FTK.1/TL.00/10/2022
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Kantor Kementerian Agama Kota Banda Aceh
2. Kepala Sekolah MTsN 4 Banda Aceh

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

Nama/NIM   : **OVRA NENDA SHINTA / 180203008**
Semester/Jurusan   : IX / Pendidikan Bahasa Inggris
Alamat sekarang   : Jl. Meureubo No.A9, Kopelma Darussalam, Kec. Syiah Kuala, Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Use of Illustrated Narrative Text to Improve Student's Vocabulary Mastery*

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

Banda Aceh, 13 Oktober 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 13 November
2022

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

RENCANA PELAKSANAAN PEMBELAJARAN

A. Identitas Sekolah

Nama Sekolah   : MTsN 4 Banda Aceh

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : I/Ganjil

Topic   : Narrative text

Tahun Pelajaran   : 2022/2023

Alokasi Waktu   : 3x Pertemuan (2 JP x 40 menit)

B. Kompetensi Inti

1. **KI 3:** Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

2. **KI 4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

C. Kompetensi Dasar dan IPK

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya. C2	3.8.1 Mengidentifikasi fungsi sosial dan struktur teks naratif tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya. 3.8.2 Memahami makna dari cerita teks naratif bergambar terkait lagenda dan fabel.
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	4.8.1 Mempresentasikan hasil diskusi kelompok tentang teks naratif tulis terkait legenda rakyat dan fabel sederhana secara lisan.

D. Tujuan Pembelajaran

Tujuan Pembelajaran	Level Cognitive / Level Psychomotor
1. Setelah mengikuti pembelajaran tentang teks naratif terkait lagenda rakyat, peserta didik dapat **mengidentifikasi(C1)** fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif dengan benar.	- Mengidenntifikasi(C1) - Memahami (C2) - Mempresentasikan(P5)

2. Setelah mengikuti pembelajaran tentang teks naratif terkait lagenda rakyat, peserta didik dapat **memahami(C2)** makna dari teks naratif bergamabr terkait cerita lagenda dan fabel. 3. Setelah mengikuti pembelajaran tentang teks naratif terkait lagenda rakyat, peserta didik dapat **mempresentasikan(P5)** hasil diskusi kelompok tentang teks naratif dengan lancar.	

E. Materi Pembelajaran

1. Definition of Narrative Text

The narrative text is a text that tells about something that is fictitious with complication or problematic events and it tries to find the resolutions to solve the problems.

2. Social Function Narrative Text

The social function is to tell stories or past events and entertain the readers. The social function of narrative is to amuse, entertain and to deal with an actual or vicarious experience in different ways.

3. Generic Structure of Narrative Text

A narrative text will consists of the following structure:

1. Orientation: It is about the opening of the story that contains the introduction of characters, and informing the time and the place.

2. Complication: Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3. Resolution: Where the problems in the story is solved.

4. Re-orientation/Coda: This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

4. Example of Illustratted Narrative Text

   a. The Legend of Toba Lake

   b. The Ant and The Dove

   c. The Wolf and The Crane

F. Model, Pendekatan, dan Metode

1. Model: Cooperative learning.

2. Pendekatan: Saintifik.

3. Metode: Kerja kelompok, diskusi tanya jawab, presentasi.

G. Media dan Bahan:

1. Media: *Illustrated narrative text* dan papan tulis.

2. Bahan: Spidol, penghapus, infocus, *worksheet*.

H. Langkah-Langkah Pembelajaran

Pertemuan I

a. Kegiatan Pendahuluan (10 menit)
1. Guru memulai kelas dengan mengucapkan salam dan dijawab oleh siswa.   2. Guru menyapa siswa dalam bahasa inggris seperti "Good morning", "How are you?" dan sebagainya.   3. Guru memberi arahan kepada kelas untuk doa bersama sebelum belajar.   4. Guru memeriksa kehadiran siswa.   5. Guru memperkenalkan diri dan menjalaskan maksud kedatangannya ke kelas tersebut.
b. Kegiatan Inti (60 menit)
1. Guru membagikan pre-test kepada siswa yang berisi 20 soal yang berkaitan dengan narrative text.   2. Pre-test diadakan selama kurang lebih 20 menit.   3. Setelah pre-test, guru mulai memasuki materi pembelajaran.   4. Guru memulai dengan memancing siswa dengan pertanyaan yang berkaitan dengan teks naratif. Guru memberikan beberapa pertanyaan seperti apakah mereka pernah membaca cerita fiksi, legenda, dan lainnya.   5. Guru mulai menjelaskan tentang pengertian, fungsi sosial, struktur teks,dan beberapa contoh dari narrative text.   6. Guru memberikan kesempatan kepada siswa untuk bertanya hal yang tidak mereka pahami.   7. Guru melanjutkan dengan membagikan lembaran kertas cerita naratif berjudul "Lake Toba" yang lengkap dengan ilustrasinya. Teks naratif yang dibagikan terdiri dari tujuh paragraf dan setiap paragraf memiliki ilustrasinya masing-masing.   8. Peserta didik dan guru bersama-sama mengidentifikasi fungsi sosial, struktur teks dan jenis cerita teks naratif terkait legenda rakyat yang telah dibagikan.

9. Guru membagi siswa kedalam 6 kelompok, dimana setiap kelompok berisi sekitar 5 hingga 6 siswa.

10. Guru membagi setiap paragraf kepada masing-masing kelompok, kemudian mereka harus menerjemahkannya paragraph tersebut ke dalam bahasa Indonesia.

11. Peserta didik berdiskusi Bersama anggota kelompoknya untuk menerjemahkan masing-masing paragraph yang telah dibagikan.

12. Guru mengelilingi kelas dan mendekati setiap kelompok untuk mengamati bagaimana mereka berdiskusi dengan teman-temannya.

13. Guru meminta salah satu perwakilan dari masing-masing kelompok untuk mempresentasikan hasil diskusinya

14. Peserta didik **mempresentasikan** hasil diskusi kelompok dari teks naratif terkait cerita lagenda yang kemudian diberi tanggapan oleh kelompok lain.

15. Setelah semua kelompok mempresentasikan hasilnya masing-masing, guru memberikan beberapa feedback untuk siswa.

c. Penutupan (10 menit)

1. Melakukan refleksi dan evaluasi terhadap pembelajaran.
2. Guru bertanya tentang pendapat siswa mengenai pembelajaran menggunakan teks naratif bergambar.
3. Guru menyampaikan pesan moral.
4. Guru menjelaskan rencana pembelajaran pada pertemuan berikutnya.
5. Guru meminta siswa untuk membaca doa penutup.
6. Guru menutup kelas dengan salam.

Pertemuan II

a. Kegiatan Pendahuluan (10 menit)
1. Guru memulai kelas dengan mengucapkan salam dan dijawab oleh siswa. 2. Guru menyapa siswa dalam bahasa inggris seperti "Good morning", "How are you?" dan sebagainya. 3. Guru memberi arahan kepada kelas untuk doa bersama sebelum belajar. 4. Guru memeriksa kehadiran siswa. 5. Guru memberi beberapa pertanyaan yang berkaitan dengan materi pada pertemuan sebelumnya.
b. Kegiatan Inti (60 menit)
1. Guru meminta siswa untuk duduk kembali dengan kelompok yang telah dibagi sebelumnya. 2. Guru dan peserta didik bersama-sama mengulas beberapa materi yang berkaitan dengan teks naratif pada pertemuan pertama yaitu tentang cerita "Lake Toba". 3. Guru memberikan kesempatan kepada siswa untuk bertanya hal yang tidak mereka pahami. 4. Guru melanjutkan dengan meminta siswa untuk menuliskan minimal dua puluh kosa kata bahasa Inggris baru yang mereka dapatkan dari cerita Danau Toba di buku latihan masing-masing lengkap dengan artinya artinya.. 5. Guru memeriksa beberapa buku siswa yang sudah selesai menulis 20 kosakata. 6. Guru mengadakan kuis rebutan perkelompok, dimana siswa yang mengetahui jawaban dari pertanyaan yang diberikan, dapat mengangkat tangan dan menjawabnya. 7. Kuis rebutan diadakan kurang lebih selama 5 menit.
c. Penutupan (10 menit)
1. Melakukan refleksi dan evaluasi terhadap pembelajaran. 2. Guru bertanya tentang pendapat siswa mengenai pembelajaran menggunakan teks naratif bergambar dipertemuan kedua.

3. Guru menyampaikan pesan moral.

4. Guru menjelaskan rencana pembelajaran pada pertemuan berikutnya.

5. Guru meminta siswa untuk membaca doa penutup.

6. Guru menutup kelas dengan salam.

Pertemuan III

a. Kegiatan Pendahuluan (5 menit)

1. Guru memulai kelas dengan mengucapkan salam dan dijawab oleh siswa.

2. Guru menyapa siswa dalam bahasa inggris seperti "Good morning", "How are you?" dan sebagainya.

3. Guru memberi arahan kepada kelas untuk doa bersama sebelum belajar.

4. Guru memeriksa kehadiran siswa.

5. Guru memberi beberapa pertanyaan yang berkaitan dengan materi pada pertemuan sebelumnya.

b. Kegiatan Inti (70 menit)

1. Guru meminta siswa untuk duduk kembali dengan kelompok yang telah dibagi sebelumnya.

2. Guru kembali mengadakan kuis rebutan untuk siswa selama 5 menit.

3. Guru membagikan teks narrative bergambar yang baru kepada semua siswa.

4. Guru membiarkan siswa membacanya sebentar dan mencoba memahami cerita tersebut.

5. Pada pertemuan ini, guru membagikan dua cerita yang berbeda, yaitu "The Wolf and The Crane" kepada tiga kelompok dan "The Ant and The Dove" kepada tiga kelompok siswa lainnya.

6. Guru meminta siswa untuk berdiskusi dengan teman kelompoknya tentang cerita yang mereka dapatkan.

7. Guru kembali meminta siswa untuk menerjemahkan cerita yang telah dibagikan kepada kelompoknya masing-masing dengan mewajibkan setiap anggota kelompok wajib mempresentasikan cerita tersebut.

8. Guru mengelilingi kelas untuk mengamati bagaimana siswa berdiskusi dengan anggotanya.

9. Setelah 10 menit, guru meminta siswa untuk mempresentasikan hasil diskusi dari cerita yang telah dibagikan.

10. Guru memberikan beberapa komentar serta penjelasan terkait teks naratif.

11. Di akhir pertemuan guru memberikan post-test.

12. Post-test diadakan selama 30 menit.

c. Penutupan (5 menit)

1. Melakukan refleksi dan evaluasi terhadap pembelajaran.

2. Guru bertanya tentang pendapat siswa mengenai pembelajaran menggunakan teks naratif bergambar pada pertemuan terakhir tersebut.

3. Guru menyampaikan pesan moral.

4. Guru mengucapkan termakasih dan beberapa masukan kepada siswa.

5. Guru meminta siswa untuk membaca doa penutup.

6. Guru menutup kelas dengan salam.

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life.


Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a son name Samosir.

Few years later, Samosir would help bringing lunch to her father out in the fields. One day, his son was so hungry and she ate his father's lunch.

Unfortunately, he found out and got furious, and shouted; "You damned son of a fish".
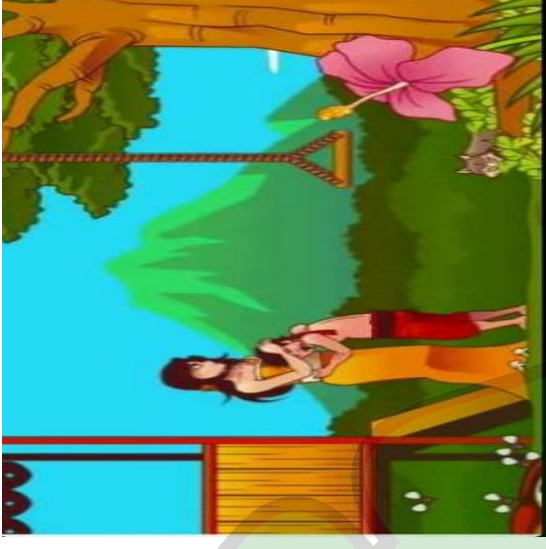
Samosirran home and asked his mother. The mother started crying, felt sad that her husband had broken his promise. Then she told her son to run up the hills because a huge disaster was about to come.

When her son left, she prayed. Soon there was a big earthquake followed by nonstop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.
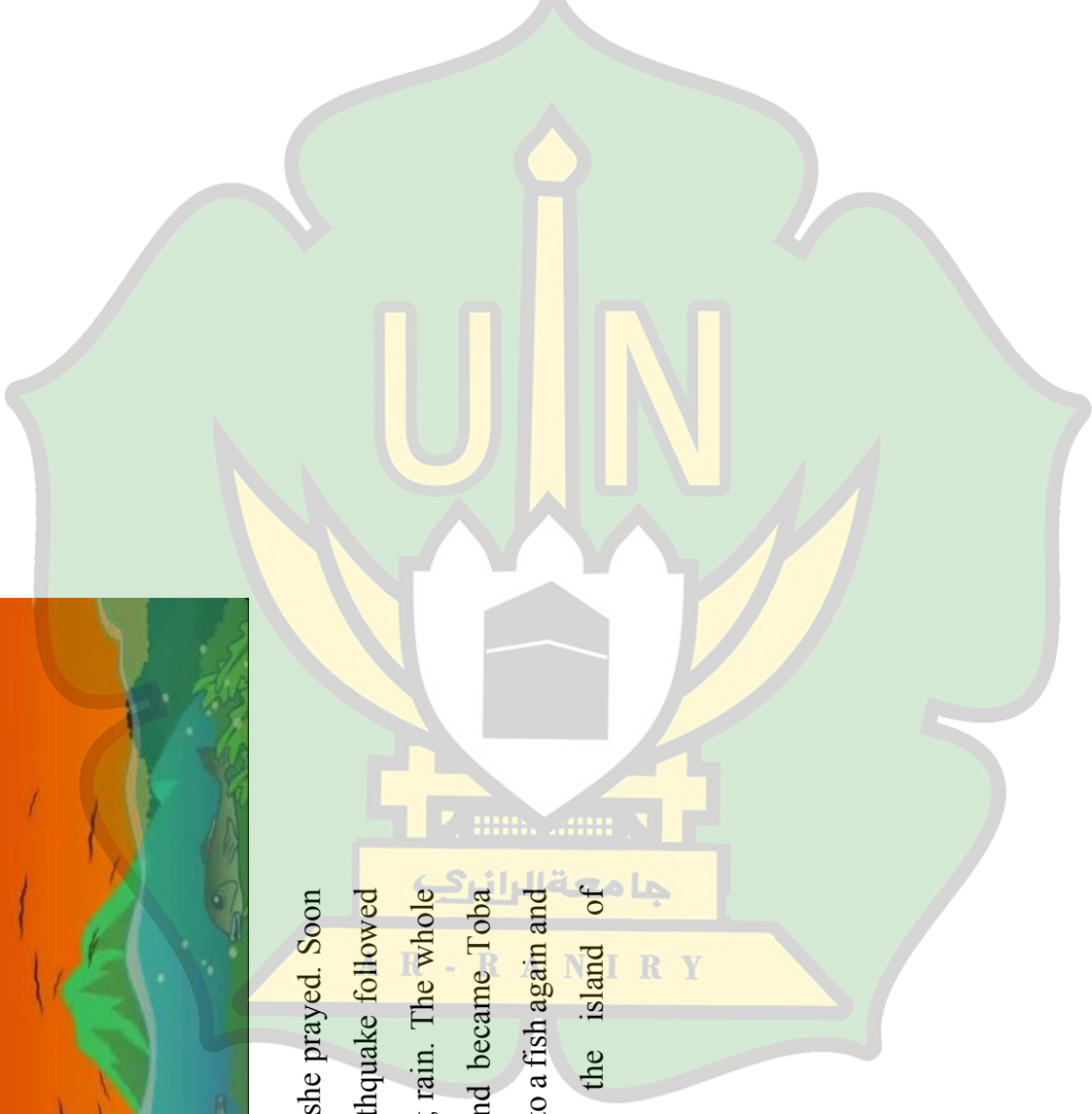
PRE TEST:

A. Choose the best answer by crossing the letter a, b, c, or d!

Read the following story and answer questions 1 to 5

The Wolf and The Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

"My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground."

"No, thank you," said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."

"No, Thank you," said the goat.

"But the grass tastes better down here!" said the exasperated wolf,"Why dine alone?"

"My dear wolf," the goat finally said, "are you quite sure that it is My dinner you are worrying about and not your own?"

---

1. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
   A. To be his friend
   B. To graze on the level ground
   C. To climb up higher
   D. To be his dinner

2. "Aren't you cold up there in the wind?"
   The word 'there' refers to ….
   A. A high cliff
   B. Sheltered area
   C. Grass
   D. Ground

3. What is antonym of "High"?
   A. Low
   B. Tall
   C. Big
   D. Angry

4. What can we learn from the story above?
   A. Don't look down to other creatures
   B. Don't easily believe in well behaved creatures
   C. Don't judge others by their appearance
   D. Don't easily beat other creatures

5. What is synonym of "Afraid"?
   A. Happy
   B. Regret
   C. Scared
   D. Disappointed

Read the following story and answer questions 6 to 10

One day a man stopped at a flower shop to order some flowers. He wanted to send it to his mother who lived far in another town through a delivery company. Meanwhile he was looking at sad young girl who was sitting in front of the flower shop. He asked her what was wrong and she replied, "I wanted to buy a red rose for my mother but my money is not enough". The man smiled and said, "Come on in with me I'll buy you a rose." He bought the little girl a rose and he ordered for his own mother flowers too.

After buying a rose flower for the girl the man offered the girl a ride to her home. She said "yes please! You can take me to my mother". She directed him to a cemetery. The girl placed the rose on her mother's fresh grave. Knowing the girl's mother had died the man realized that he must show his love to his mother while she was still alive. Then the man returned to the flower shop. He cancelled the flower delivery order picked up the rose flower and drove to reach his mother's house.

6. We can learn that we have to ….

    A. Show our loves to our mother

    B. Buy flowers for our mothers

    C. Keep our mother alive

    D. Obey to our mother

7. What did the man do after buying the girl a red rose?

    A. He gave her a ride to her home

    B. He took the girl to her mother's cemetery

    C. He went to his own home

    D. He placed the rose on his mother's grave

8. The main idea of the first paragraph is …

    A. A sad girl was thinking of her mother

    B. A man helped a girl by buying her a flower

    C. A girl needed a man to deliver her a flower

    D. A man bought a flower for a girl

9. "He wanted to send it to his mother…."

    The word 'it' in the first paragraph refers to ….

    A. Delivery company

    B. Flower shop

    C. Mother

    D. Flower

10. What is antonym of "Far"?

    A. Fair

    B. Near

    C. Long

    D. Short

B. Match the following words with the correct meaning

Edge   Menyadari

Grass   Makan Malam

Dinner   Tepi
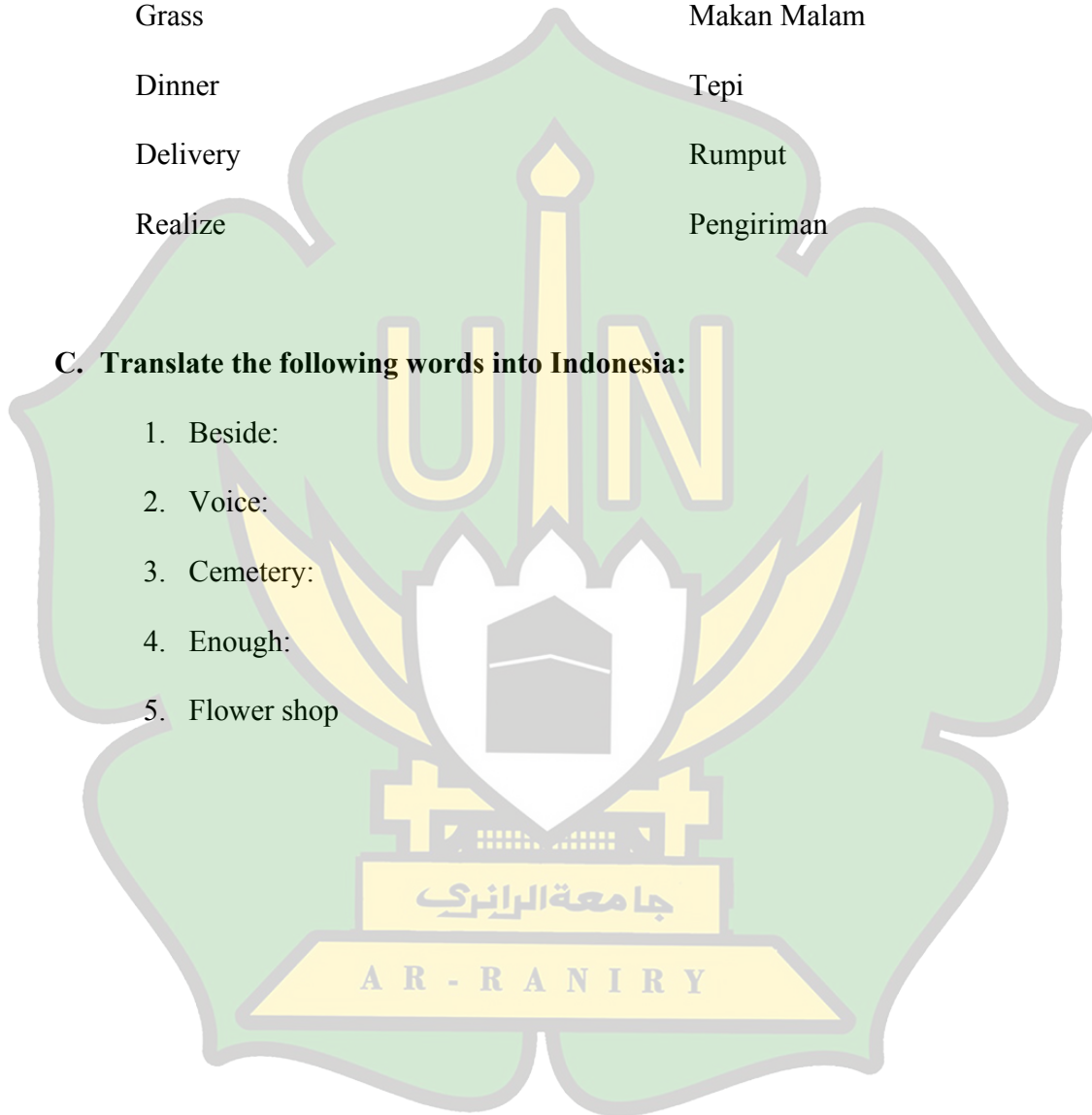
Delivery   Rumput

Realize   Pengiriman

C. Translate the following words into Indonesia:

1. Beside:

2. Voice:

3. Cemetery:

4. Enough:

5. Flower shop

Post Test

Read the story carefully for the questions below!

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race.

The next day the turtle and the rabbit stood at the start, ready for the race.

As the race began, the rabbit raced way ahead of the turtle.

The rabbit got to the halfway point and could not see the turtle anywhere. So, he decided to stop and take a short nap.

However, the rabbit slept longer than he had thought and woke up. He jumped and looked around to see the turtle a few steps from the finish line.

The rabbit rushed towards the finish line as fast as he could, but the turtle was already crossing it, winning the competition.

A. Choose the correct answer!

1. Who are the characters in the story?
   a. Rabbit
   b. Turtle
   c. Rabbit, Turtle, and Fox
   d. Rabbit and Turtle

2. What happened at the start of the race?
   a. The turtle ran ahead.
   b. The rabbit took a nap.
   c. The rabbit ran ahead.
   d. The turtle took a nap

3. What is antonym of "Slow"?
   a. Good
   b. Fast
   c. Tall
   d. Smart

4. What happened at the half-way point?
   a. The rabbit stopped to take a nap.
   b. The turtle took a nap.
   c. The turtle went past the rabbit.
   d. The rabbit gave up

5. "As the race began, the rabbit raced way ahead of the turtle". The underlined word has the same meaning to…….
   a. Start
   b. Run
   c. Stood
   d. Become

6. Who won the race?
   a. The Turtle
   b. The Fox
   c. The Rabbit
   d. No one

7. What lesson do we learn from this story?
   a. To succeed, we must keep going and not quit.
   b. A turtle should not challenge a rabbit to a race.
   c. Turtles go faster than rabbits
   d. Just give up for something you can't do

B. Match the following words with the correct meaning

Boast	Mengambil
Race	Menang
Decide	Memutuskan
Take	Langkah
Jump	Membual
Step	Balapan
Win	Melompat

C. Translate the following words into Indonesian:

Laugh:

Run:

Nap:

Line:

Short:

Competition:

Pre Test

Name: Bahiyya Atiqa faiha

Class: VII - 1

Read the following story and answer questions 1 to 5

The Wolf and The Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

"My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground."

"No, thank you," said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."

"No, Thank you," said the goat.

"But the grass tastes better down here!" said the exasperated wolf, "Why dine alone?"

"My dear wolf," the goat finally said, "are you quite sure that it is My dinner you are worrying about and not your own?"

---

1. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
   A. To be his friend
   B. To graze on the level ground
   C. To climb up higher
   D. To be his dinner

2. "Aren't you cold up there in the wind?" The word 'there' refers to ....
   A. A high cliff
   B. Sheltered area
   C. Grass
   D. Ground

3. What is antonym of "High"?
   A. Low
   B. Tall

C. Big
D. Angry

4. What can we learn from the story above?
   A. Don't look down to other creatures
   B. Don't easily believe in well behaved creatures
   C. Don't judge others by their appearance
   D. Don't easily beat other creatures

5. What is synonym of "Afraid"?
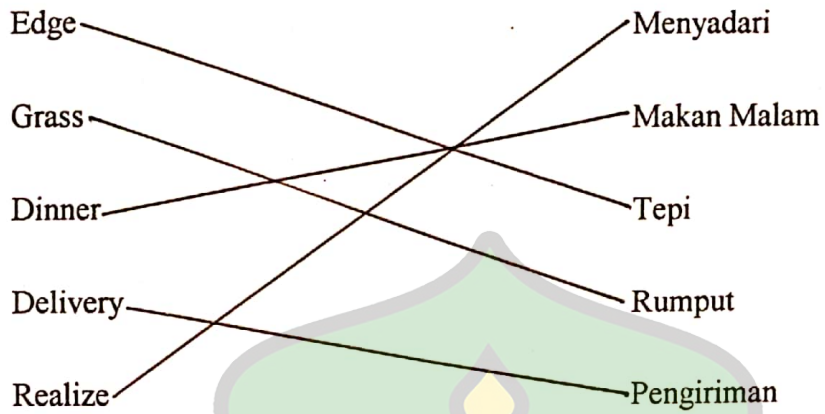   A. Happy
   B. Regret
   C. Scared
   D. Disappointed

One day a man stopped at a flower shop to order some flowers. He wanted to send it to mother who lived far in another town through a delivery company. Meanwhile he was looking at young girl who was sitting in front of the flower shop. He asked her what was wrong and she replied, "I wanted to buy a red rose for my mother but my money is not enough". The man smiled and said, "Come on in with me I'll buy you a rose." He bought the little girl a rose and he ordered for his own mother flowers too.

After buying a rose flower for the girl the man offered the girl a ride to her home. She said "yes please! You can take me to my mother". She directed him to a cemetery. The girl placed the rose on her mother's fresh grave. Knowing the girl's mother had died the man realized that he must show his love to his mother while she was still alive. Then the man returned to the flower shop. He cancelled the flower delivery order picked up the rose flower and drove to reach his mother's house.

6. We can learn that we have to ….
   A. Show our loves to our mother
   B. Buy flowers for our mothers
   C. Keep our mother alive
   D. Obey to our mother

7. What did the man do after buying the girl a red rose?
   A. He gave her a ride to her home
   B. He took the girl to her mother's cemetery
   C. He went to his own home
   D. He placed the rose on his mother's grave

8. The main idea of the first paragraph is …
   A. A sad girl was thinking of her mother

B. A man helped a girl by buying her a flower
   C. A girl needed a man to deliver her a flower
   D. A man bought a flower for a girl

9. "He wanted to send it to his mother…."
   The word 'it' in the first paragraph refers to ….
   A. Delivery company
   B. Flower shop
   C. Mother
   D. Flower

10. What is antonym of "Far"?
   A. Fair
   B. Near
   C. Long
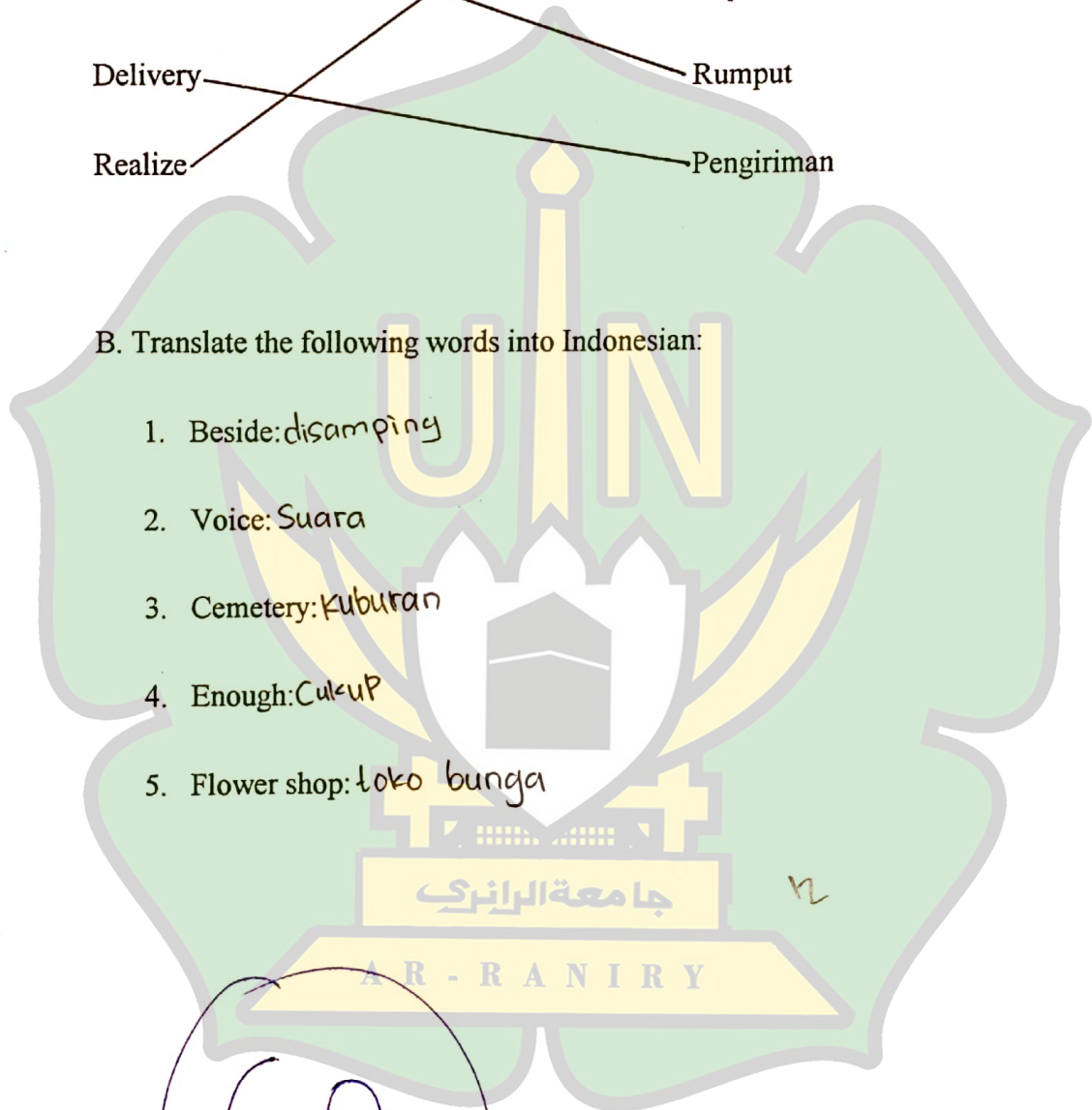   D. Short

A. Match the following words with the correct meaning

Edge   Menyadari

Grass   Makan Malam

Dinner   Tepi

Delivery   Rumput

Realize   Pengiriman

B. Translate the following words into Indonesian:

1. Beside: disamping

2. Voice: Suara

3. Cemetery: Kuburan

4. Enough: Cukup

5. Flower shop: toko bunga

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Name: Bahiyya Atiqa faiha

Class: VII – I

Read the story carefully for the questions below!

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race.

The next day the turtle and the rabbit stood at the start, ready for the race.

As the race began, the rabbit of the turtle.

The rabbit got to the halfway point and could not see the turtle anywhere. So, he decided to stop and take a short nap.

However, the rabbit slept longer than he had thought and woke up. He jumped and looked around to see the turtle a few steps from the finish line.

The rabbit rushed towards the finish line as f the turtle was already crossing it, winning the c

A. Choose the correct answer!

1. Who are the characters in the story?
   a. Rabbit
   b. Turtle
   c. Rabbit, Turtle, and Fox
   d. Rabbit and Turtle ✗

2. What happened at the start of the race?
   a. The turtle ran ahead.
   b. The rabbit took a nap.
   c. The rabbit ran ahead. ✗
   d. The turtle took a nap

3. What is antonym of "Slow"?
   a. Good
   b. Fast ✗
   c. Tall
   d. Smart

4. What happened at the half-way point?
   a. The rabbit stopped to take a nap. ✗
   b. The turtle took a nap.
   c. The turtle went past the rabbit.
   d. The rabbit gave up

5. "As the race began, the rabbit raced way ahead of the turtle". The underlined word has the same meaning to.......
   a. Start
   b. Run
   c. Stood ✗
   d. Become

6. Who won the race?
   a. The Turtle ✗
   b. The Fox
   c. The Rabbit
   d. No one

7. What lesson do we learn from this story?
   a. To succeed, we must keep going and not quit.
   b. A turtle should not challenge a rabbit to a race.
   c. Turtles go faster than rabbits
   d. Just give up for something you can't do ✗

B. Match the following words with the correct meaning

Boast   Mengambil
Race   Menang
Decide   Memutuskan
Take   Langkah
Jump   Membual
Step   Balapan
Win   Melompat

C. Translate the following words into Indonesian:

Laugh: Ketawa ✓
Run: Lari ✓
Nap: istirahat sejenak ✓
Line: Datar ✗
Short: pendek ✓
Competition: perlombaan ✓

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Name: M. لالالا لالالالا لالالالالا

Class: VII-1

Read the following story and answer questions 1 to 5

The Wolf and The Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

"My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground."

"No, thank you," said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."

"No, Thank you," said the goat.

"But the grass tastes better down here!" said the exasperated wolf, "Why dine alone?"

"My dear wolf," the goat finally said, "are you quite sure that it is My dinner you are worrying about and not your own?"

1. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
   A. To be his friend
   B. To graze on the level ground
   C. To climb up higher
   D. To be his dinner

2. "Aren't you cold up there in the wind?" The word 'there' refers to ....
   A. A high cliff
   B. Sheltered area
   C. Grass
   D. Ground

3. What is antonym of "High"?
   A. Low
   B. Tall

C. Big
D. Angry

4. What can we learn from the story above?
   A. Don't look down to other creatures
   B. Don't easily believe in well behaved creatures
   C. Don't judge others by their appearance
   D. Don't easily beat other creatures

5. What is synonym of "Afraid"?
   A. Happy
   B. Regret
   C. Scared
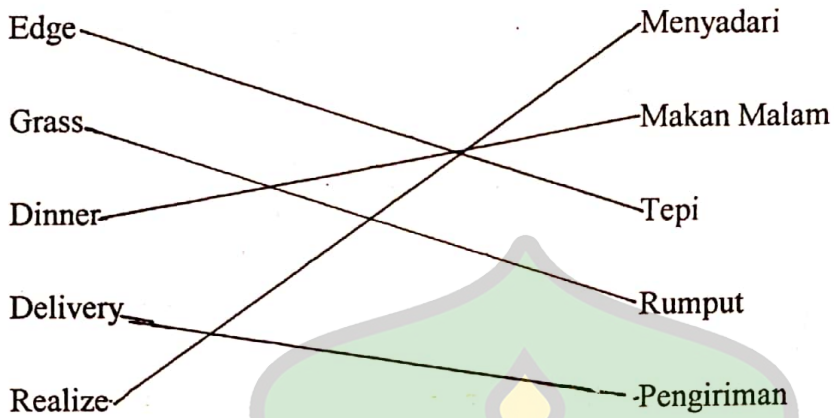   D. Disappointed

1

Read the following story and answer questions 6 to 10

One day a man stopped at a flower shop to order some flowers. He wanted to send it to his mother who lived far in another town through a delivery company. Meanwhile he was looking at sad young girl who was sitting in front of the flower shop. He asked her what was wrong and she replied, "I wanted to buy a red rose for my mother but my money is not enough". The man smiled and said, "Come on in with me I'll buy you a rose." He bought the little girl a rose and he ordered for his own mother flowers too.

After buying a rose flower for the girl the man offered the girl a ride to her home. She said "yes please! You can take me to my mother". She directed him to a cemetery. The girl placed the rose on her mother's fresh grave. Knowing the girl's mother had died the man realized that he must show his love to his mother while she was still alive. Then the man returned to the flower shop. He cancelled the flower delivery order picked up the rose flower and drove to reach his mother's house.

6. We can learn that we have to ....
   A. Show our loves to our mother
   B. Buy flowers for our mothers
   C. Keep our mother alive
   D. Obey to our mother

7. What did the man do after buying the girl a red rose?
   A. He gave her a ride to her home
   B. He took the girl to her mother's cemetery
   C. He went to his own home
   D. He placed the rose on his mother's grave

8. The main idea of the first paragraph is ...
   A. A sad girl was thinking of her mother
   B. A man helped a girl by buying her a flower
   C. A girl needed a man to deliver her a flower
   D. A man bought a flower for a girl

9. "He wanted to send it to his mother...." The word 'it' in the first paragraph refers to ....
   A. Delivery company
   B. Flower shop
   C. Mother
   D. Flower

10. What is antonym of "Far"?
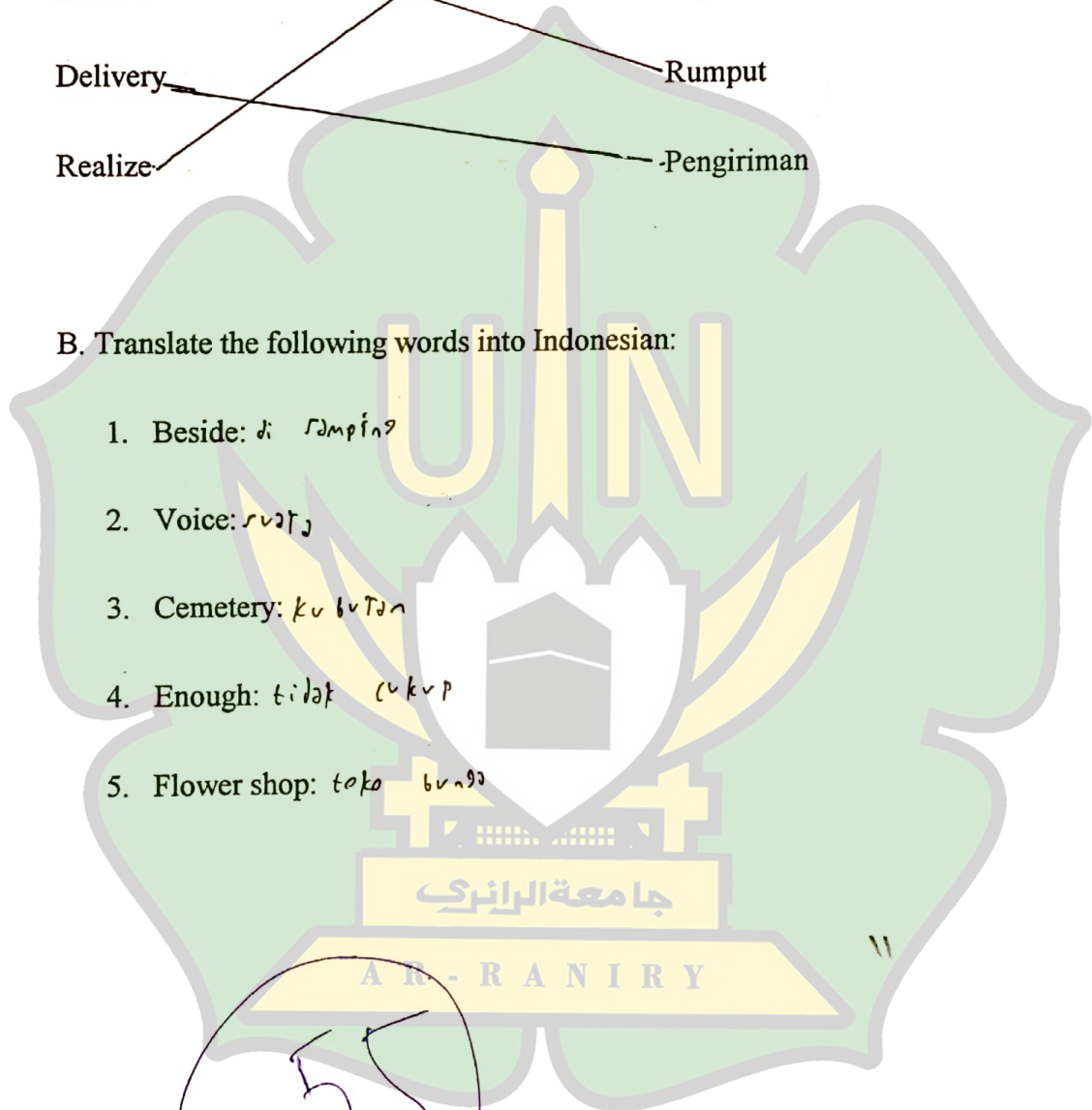   A. Fair
    B. Near
    C. Long
    D. Short

A. Match the following words with the correct meaning

Edge   Menyadari

Grass   Makan Malam

Dinner   Tepi

Delivery   Rumput

Realize   Pengiriman

B. Translate the following words into Indonesian:

1. Beside: di samping

2. Voice: suara

3. Cemetery: kuburan

4. Enough: tidak cukup

5. Flower shop: toko bunga

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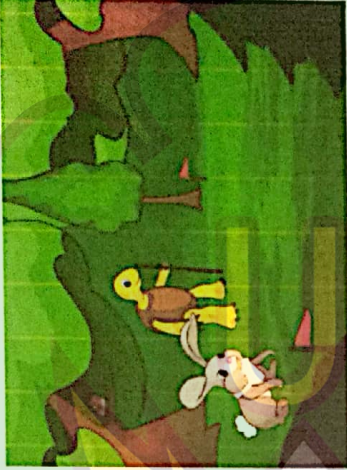Name: محمد فری والمعت المصدق
Class: VII - 1

Read the story carefully for the questions below!

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race.

The next day the turtle and the rabbit stood at the start, ready for the race.

As the race began, the rabbit ____ of the turtle.

The rabbit got to the halfway point and could not see the turtle anywhere. So, he decided to stop and take a short nap.

However, the rabbit slept longer than he had thought and woke up. He jumped and looked around to see the turtle a few steps from the finish line.

The rabbit rushed towards the finish line as f____ the turtle was already crossing it, winning the c____

A. Choose the correct answer!

1. Who are the characters in the story?
   a. Rabbit
   b. Turtle
   c. Rabbit, Turtle, and Fox
   ~~d.~~ Rabbit and Turtle ✗

2. What happened at the start of the race?
   a. The turtle ran ahead.
   b. The rabbit took a nap.
   ~~c.~~ The rabbit ran ahead. ✗
   d. The turtle took a nap

3. What is antonym of "Slow"?
   a. Good
   ~~b.~~ Fast ✗
   c. Tall
   d. Smart

4. What happened at the half-way point?
   ~~a.~~ The rabbit stopped to take a nap. ✗
   b. The turtle took a nap.
   c. The turtle went past the rabbit.
   d. The rabbit gave up

5. "As the race began, the rabbit raced way ahead of the turtle". The underlined word has the same meaning to.......
   ~~a.~~ Start ✗
   b. Run
   c. Stood
   d. Become

6. Who won the race?
   ~~a.~~ The Turtle ✗
   b. The Fox
   c. The Rabbit
   d. No one

7. What lesson do we learn from this story?
   ~~a.~~ To succeed, we must keep going and not quit. ✗
   b. A turtle should not challenge a rabbit to a race.
   c. Turtles go faster than rabbits
   d. Just give up for something you can't do

B. Match the following words with the correct meaning

Boast ———— Mengambil
Race ———— Menang
Decide ———— Memutuskan
Take ———— Langkah
Jump ———— Membual
Step ———— Balapan
Win ———— Melompat

C. Translate the following words into Indonesian:

Laugh: tertawa ✓
Run: berlari ✓
Nap: istirahat ✓
Line: baris ✓
Short: pendek ✓
Competition: kompetisi ✓

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Autobiography

1. Full Name : Ovra Nenda Shinta

2. Place/Date of Birth : Meulaboh/ 17th September 2000

3. Sex : Female

4. Religion : Islam

5. Nationality/ethnic : Indonesia/ Aceh

6. Marital Status : Single

7. Occupation : Student

8. Address : Desa Sinabang, Kec. Simeulue Timur

9. Phone Number : 082360907321

10. Student's Reg. Number : 180203008

11. The Parents

    a. Father's Name : Drs. Hasirman

      - Occupation : Civil Servant

    b. Mother's Name : Rusnata

      - Occupation : Housewife

12. Address : Desa Sinabang, Kec. Simeulue Timur

13. Educational Background

    a. Elementary School : SDN 08 Simeulue Timur

    b. Junior High School : SMP IT Al-Fityan School Aceh

    c. Senior High School : SMA IT Al-Fityan School Aceh

    d. University : UIN Ar-Raniry Banda Aceh