AN UNDERGRADUATE THESIS

TEACHING STRATEGY IN LEARNING VOCABULARY

BY USING STORY TELLING AT SEVENTH GRADE OF SMP IT

INSAN MULIA BATANGHARI EAST LAMPUNG

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ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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Presented as a Partial Fulfillment of the Requirements
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In English Education Department

By:

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ABSTRACT
By:
AGUNG PRASTYO

In learning a foreign language, vocabulary plays an important role. It is one of the elements of language that links the four skills, speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. But, learning vocabulary is not simple. Because the students must understand not only the meaning of the words, but also must know how to pronounce and use it contextually. The biggest problem in learning vocabulary is most of the students are easier to forget what they have learned. In other words, they have problem in vocabulary retention. Besides that, every student has different characteristics, interest, and ability. Consequently, they have different learning strategies that are suitable with them. That's why learning strategies in learning vocabulary is very important. It is needed by students to help themselves understand and remember vocabulary in easier, and joyful ways by using their own ways. So, the learners can take more control of their own learning so that they can take more responsibility for their own learning. Consequently, they can become good language learners.

The findings of the study are expected to give both theoretical and practical contribution. Firstly, theoretically, the result of this study is expected to give worthy contribution for the science in teaching and learning vocabulary. The information about strategies in learning vocabulary can make people who are interested in learning English understand and know the good strategies in learning vocabulary. Secondly, practically, this study can be useful for students and English teacher. For students, it can develop and apply students' vocabulary learning strategies in easier and more interesting ways. Moreover, they can be independent language learners. Meanwhile, for English teachers, this research can enable teachers to design appropriate materials and activities that suitable for their students. It also can become feedback to give motivation in improving and creating innovative strategies of teaching their students, especially for the subjects.

Keywords: Vocabulary*, Students Strategy*

STRATEGI MENGAJAR DALAM BELAJAR VOCABULARY
DENGAN MENGGUNAKAN STORY TELLING KELAS TUJUH
SMP IT INSAN MULIA BATANGHARI EAST LAMPUNG

ABSTRAK
Oleh:
AGUNG PRASTYO

Dalam belajar bahasa asing, kosakata mempunyai peran yang sangat penting. Kosakata adalah salah satu dari unsur bahasa yang menghubungkan empat skill, berbicara, mendengarkan, membaca, dan menulis. Agar dapat berkomunikasi menggunakan bahasa asing dengan baik, para siswa harus mempunyai kosakata yang memadai. Selain itu juga, mereka harus tahu bagaimana menggunakan kata- kata itu dengan benar. Akan tetapi, belajar kosakata bukanlah merupakan hal yang mudah. Karena siswa harus mengerti tidak hanya arti dari kosakata tersebut, akan tetapi juga harus tahu bagaimana cara pelafalan dan penggunaan kosa kata tersebut dengan tepat. Masalah terbesar dalam belajar kosa kata Bahasa Inggris adalah hampir sebagian besar para siswa dalam belajar kosakata Bahasa Inggris adalah mereka mudah lupa apa yang sudah mereka pelajari. Dengan kata lain, mereka mempunyai masalah dalam menghafal kosakata yang mereka telah pelajari. Selain itu, setiap siswa mempunyai karakter yang berbeda-beda. Akibatnya, mereka mempunyai strategi belajar yang berbeda yang sesuai dengan diri mereka sendiri. Itulah mengapa, strategi belajar kosakata Bahasa Inggris itu sangatlah penting. Hal itu diperlukan oleh para siswa untuk mempermudah mereka memahami dan mengingat kosakata yang mereka pelajari dengan menggunakan strategi belajar mereka sendiri yang lebih mudah dan menyenangkan bagi mereka. Jadi, mereka dapat mengontrol cara belajarnya, sehingga mereka dapat lebih bertanggung jawab dalam belajar, yang akhirnya membuat mereka menjadi pembelajar bahasa yang baik.

Penemuan dari penelitian ini diharapkan dapat memberikan kontribusi secara teori maupun praktis. Secara teori, hasil dari penelitian ini diharapkan dapat memberikan kontribusi yang baik dalam dunia pengetahuan, terutama tentang pembelajaran dan pengajaran kosakata Bahasa Inggris. Pengetahuan tentang strategi belajar kosakata dapat membuat orang yang tertarik belajar Bahasa Inggris mengerti dan tahu tentang strategi belajar kosakata Bahasa Inggris yang tepat untuknya. Sedangkan secara praktis, penelitian ini sangat bermanfaat bagi para siswa dan guru Bahasa Inggris. Bagi siswa, mereka dapat mengembangkan dan menerapkan strategi belajar kosakata secara lebih mudah, dan menarik. Bahakan hal itu bisa membuat siswa menjadi pembeljar bahasa yang mandiri. Sementara itu, penelitian ini bermanfaat bagi guru Bahasa Inggris untuk bisa membuat materi dan kegiatan pembelajaran yang sesuai dengan kaebutuhan para siswa. Hal itu juga bisa menjadi umpan balik untuk memotivasi untuk menciptakan strategi pembelajaran yang inovative bagi siswa.

Kata Kunci : Vocabulary, *Students Strategy*

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Assalamu'alaikum Wr.Wb.

We have given guidance and enough improvement to the undergraduate thesis proposal, which is written by:

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thanks you very much.

Wassalamu'alaikum Wr.Wb

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Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh :

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Sudah kami dapat setujui dan dapat diajukan untuk di munaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

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An Undergraduate thesis entitled: TEACHING STRATEGY IN LEARNING VOCABULARY BY USING STORY TELLING AT SEVENTH GRADE OF SMP IT INSAN MULIA BATANGHARI EAST LAMPUNG, written by AGUNG PRASETYO, student number 14120857, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on, January 22ᵗʰ 2020 at 17.00- 19.00 p.m.

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States that this Undergraduate Thesis is original except certain part of it quoted from the bibliography mentioned.

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 22Th Januari 2020

Penulis

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MOTTO

وَمَا يَسْتَوِي الْأَعْمَىٰ وَالْبَصِيرُ

"and not the same person blind with people who saw"

(Qs. Fatir :19)

"A Strong Hope Can Make Your Dreams Come True"

-Salvador Dali-

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CHAPTER I

INTRODUCTION

A. Background of The Problem

One of English of communication language has a great role human activities. The students must be able to master English in order to face the development of science and technology. That is why government of Indonesia decided English is the first foreign language that must be taught in elementary school, junior high school, senior high school, and university.[1] It is hope that the graduate of each will be able to master English well. One of the reasons why English is taught in Elementary School is to make the students interested in learning it and to have basic skills for the next level of education. Basic local curriculum 2013 for Junior High School stated that the function of English in Junior High School is to make the students interested in English which will support the success of learning English in higher level, SLTP/SMP.

Douglas state, The objective of teaching English in junior high School curriculum are to raise the students interest and to make them communicate in simple situation begun from their environment. Brown stated that the objective is very important to state explicitly you want students to gain form the lesson.[2]

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[1] Brown Douglas, *Principle of Language Learning and Teaching,*(San Francisco: State University, 2001), p.150
[2] Ibid.,

According to Laurie, Learning English in junior high school are focus on simple vocabulary.[3] Vocabulary is needed in learning language, because through vocabulary, people can exchange their through and ideas. The writer can assume that vocabulary is a very important element of a language, because it plays an important role in language. So, it is logical that the importance of teaching and increasing students vocabulary must be considere. It is the English teachers responsibility to create and determine technique that can be used to teach and to increase the students vocabulary.

Michael stated, Vocabulary is important and one of aspects be master by the students in learning English.[4] Vocabulary mastery can help the students have good reading, speaking, and writing. The real, students can not mastery in learning English. Because they have problems in teaching learning English.

Therefore, The students don't have been of vocabulary will be understand the meaning of words. They think that the learning English is difficult, because the meaning, spelling, and writing are not same. The students also have less motivation in learning English and low to memorization new vocabulary. Besides that, the teachers not create in teaching vocabulary. Teacher must select relevant material, prepare his/her lesson and explain the lesson clearly.

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[3] Laurie Richlin, *Blueprint For Learning,*(Sterling, Virginia, 2006), p.100
[4] Michael F.Graves, The Vocabulary Learning And Intruction, (Columbia University, 2006), p. 88

The problem in this research are the students have low mastery in vocabulary. The students low interest in learning process, the technique which was used by teachers less interest, because the students feel afraid a new language. So, the teacher must use interesting technique.

The writer chooses increasing vocabulary mastery through students strategy because teaching in the junior high school different from teaching English in senior high school or higher education, the writer must grow their motivation in order to be happy to study. Increasing vocabulary mastery through students strategy to help the students understand vocabulary. With this strategy, students are supposed to be able to know the meaning of some vocabularies.. By using this technique and giving drills to the new vocabularies to help the students in remembering them, the writer assumes that the teaching learning process in the classroom can be interesting and enjoyable.

In teaching English, the writer also has to improve his teaching ability by implementing suitable students strategy. It is be done because the teacher creative in teaching vocabulary. Beside that, the condition of teaching learning process in there still done traditionally. The teacher only given the students explanation and given the test. So the students felt bored,it is caused the students have not creativity and low motivation. By improving teacher's teaching skill, it is expected that the students vocabulary mastery will increase.

B. Problem Identification

Based on the background above, the problem are classified into three groups. They are teaching method, media and materials, and the students.

1. The problem is realated to the teaching strategy

2. The students need motivation to learn vocabulary.

3. The students need media and materials have important roles in teaching learning process.

C. Problem Limitation

Based on the identification problem above, it can be seen that the use of media and teaching method as the vocabulary learning teaching strategies to teach vocabulary.

The limitation of the problem is need in order to make this research will achieve its objective. The problem choose is the problem that is achievable by the researcher and other related parties. The researcher is limit on the teaching strategy in learning vocabulary in seventh grade of SMP IT Insan Mulia Batanghari in the academic year of 2019/2020?

D. Problem Formulation

The problems that will be studied in this research are formulated as follows:

a. What is the level of vocabulary mastery among the seventh grade students at SMP IT Insan Mulia Batanghari East Lampung?

b. What is the level of vocabulary among the seventh class students at SMP IT Insan Mulia Batanghari East Lampung?

c. How are the strategies used by students who are good in vocabulary mastery at SMP IT Insan Mulia Batanghari East Lampung?

E. Objectives and Benefits of The Study

1. The Objectives of the study

Based on the research problem, the study is intended to:

a. Describe the strategies used by students who are good in vocabulary mastery at SMP IT Insan Mulia Batanghari East Lampung.

b. Know the contribution of students' strategies used in their vocabulary mastery.

2. The Benefits of the study

a. To give knowledge about vocabulary mastery in learning English.

b. As a contribution for student in solving the problem of English learning process, especially to write a sentence.

c. The result of the research can be used by students to improve their knowledge about English subject especially in writing.

d. To give input to the teacher in order to teach English better.

F. Prior Research

The are two prior researchs that the researcher took related to this study. The first is Ika Rahmadani Lubis, under the title "Improving

Students' Vocabulary Mastery By Using Fly Swatter Game in the First Grade of MTS Persatuan Amal Bakti (PAB) 1 Helvitia" the researcher was done on 25 April 2018. Based on the research result, it can be concluded that research using vocabulary mastery based on multiple intelligences in terms of student's achievement. It can be shown from the improvement of the student's achievment mean score 83,3 and 86,6. The choosing easiest topic of vocabulary can cause positive response and help all of the student's especially the student's achievement.[5]

The second is Ridho Angga Mulya with the title "The Effect of Vocabulary Mastery toward Student's Speaking Ability at The First Grade of SMAN 1 Enam Lingkung". The researcher was done on september 2013. Based on the result of this action research, the researcher could conclude that using vocabulary mastery in speaking ability was successful in some ways, those are: (1) vocabulary mastery could imporve the student's speaking ability. They understood the generic structure of the text. They can convey information and indeas, and maintain social relationship by communicating with others. The improvement of the student's speaking ability could be seen from the imporvement of the score achieved by them. It was known that all two indicators of the score achieved. From both pre-test and post-test. It was known that the average scores of the indicators was 73.08 in class experimental, while in avarage

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[5] Ika Rahmadani Lubis, *Improving Students' Vocabulary Mastery By Using Fly Swatter Game in the First Grade of MTS Persatuan Amal Bakti (PAB) 1 Helvitia,* (Yogyakarta : UNY, 2018), p.5

score of the class control was 72.79. the teaching-learning process activities using problem based learning strategy was effective.[6]

Based on both of the study above, the researcher focus to improve the students' strategy in learning vocabulary. It is related to the problem that teacher and students faced in teaching-learning vocabulary at MTS PEMNU Talang Padang. By applying students strategy the researcher hope thet it is as an effective strategy to teach the students achievement in learning vocabulary and make the classroom's atmosphere alive.

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[6] Ridho Angga Mulya, *The Effect of Vocabulary Mastery toward Student's Speaking Ability at The First Grade of SMAN 1 Enam Lingkung,* (FBS State University of Padan: 2013), p. 317

CHAPTER II

REWIEW OF THE LITERATURE

A. Concept of Vocabulary

1. The Definition of Vocabulary

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign.[7] Generically, vocabulary is the knowledge of meanings of words.[8]

Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words.[9] Vocabulary is all the words that a person knows or uses.[10] Moreover, Averil stated that vocabulary is a central part of language. The more

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[7] Marianne Celc e-Murcia.*Teaching English as a Second or Foreign Language.* (USA: 2001), p.285.

[8] Elfrieda H. Hiebert and Michael L. Kamil.*Teaching and Learning Vocabulary: Bringing Research to Practice.* (USA: 2005), p.3.

[9] Jim Scrivener.*Learning Teaching.* (English: Heinemann Publishers Oxford, 1194), p.74.

[10] Oxford Dictionary, *Oxford Learner's Pocket Dictionary,* (New York: Oxford University Press : 2008), p.495.

words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.[11]

The definition about vocabulary is clear enough that is almost cases of human life, they use set of words. The use of words itself differentiated according to the field, person, class, or profession. It means that beggar use set of words to ask for some money to rich people, the teacher also use set of word when their students command. The writer has opinion that vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is use in communication.

2. **Type of Vocabulary**

There are two types of vocabulary, they are active and passive vocabulary.[12] While learning new words, people need a lot of practice and context connections to learn them well.

Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence.

On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read. The group of passive vocabulary is usually larger than the one of

[11] Averil Coxhead,.*Essentials of Teaching Academic Vocabulary.* (USA: Houghton Mifflin Company,2006), p.1

[12] John Read. *Assessing Vocabulary.* (Cambridge UK: Cambridge University Press, 2000), p.154

active vocabulary.[13] Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening. Different from John, Wiji divides vocabulary into four groups as follows:[14]

a. Function words is these words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, depending on where they are placed.

b. Substitute words is those words do not represent as individual things or specific actions, but function as substitutes for whole for classes of words. Its means that is a link among words.

c. Types of vocabulary items are those that are distributed in use according to such grammatical matters as the absence or presence of a negative. For example, Rena speaks English well and Anton does too. *Too* means that Anton also can speak English well although the sentences does not show immediately that Anton can speak English well.

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[13] Elfrieda H. Hiebert and Michael L. Kamil, *Op.cit.,* p. 3
[14] Wiji Lestari.*Improving Students' Vocabulary Mastery Through Word Clap Game.*(Salatiga: English Department of Education State Institute for Islamic Studies (STAIN) of Salatiga, 2013), p.41-42

d. The large body of "content words" constitutes the fourth group of vocabulary items and chief materials are usually considered when the vocabulary items and chief materials are usually considered when the vocabulary of language is discussed.

3. The Characteristics of English Vocabulary

a. Function Word

Function word or grammatical words are word that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationship with other word within a sentence, or specify the attitude or mood of the speaker. [15]

Function word is a word that is uninflected and serves a grammatical function but has little identifiable meaning. Each function word either gives some grammatical information on other word in a sentence or clause, and cannot be isolated from other word, or it may indicate the speaker's metal model as to what is being said, they are:

1) Preposition

A preposition is a word that indicates the relation of a substantive (a word or a group of word that functions as a noun) to an adverb, an adjective, or another substantive.

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[15] http://www.yhefreedictionary.com/function+word

2) Pronoun

A pronoun is a word that substitutes a noun or a noun phrase and denote persons or things asked for, who/which have/has been previously specified or understood from the context.

3) Auxiliary verb

Auxiliary verb used with other verbs for helping to express of meaning, especially has grammatical functions. Auxiliary verbs, as we have seen, are "helping" verbs add structural meaning or semantic coloring to verbs carrying the full burden of lexical meaning. Kind of auxiliary verb, they are :

a) To be : (being, been, am, is, are, was, and were)

Usually used in continuous tense and passive voice.

b) To do : (does and did)

Usually used in the sentence negative and interrogative sentence in the form of simple tense.

c) Have : (has and had)

Usually used in the perfect tense.

d) Modal auxiliary (can, shall, will, may, must, ought to, could, should, would, might, had to)

e) Use to, need, dare.

4) Conjunction

A conjunction is on of the parts of speech comprising words such as; an but, because, that connect a word, a phrase, a clause, or a sentence to another word, phase, clause, or sentence.

5) Grammatical article or particles

A function word that can be used in English to from phrasal verb. Function word belong to the closed class of word in grammar in that it is very uncommon to have new function words created in the course of speech, where as in the open class of word (that is, noun, verbs, adjective, or adverbs).

f) **Content word**

They are kind of content word, they are:

6) Noun

Noun is a word which is used to represent a person, place, quality, thing, action, idea, occurrence, and function as the subject of a sentence or as the object of a verb, the object of preposition, or as an appositive. In a sentence "pollution is becoming a big problem in this country", the words pollution, problem, and country are nouns.

7) Person

Person like boy, man, woman, community, baby, people, police, soldier, nurse, the twin, etc are nouns.

a) Places

Places may refer to all kinds of places, including common name, such as city, Island, earth, month, river, office, house, sea planet, etc, and proper name such as Bali, Japan, Sumatra, Australia, New York, England, Everest, Red Sea, Atlantic, Venus, Hilton Hotel, etc.

b) Things

Things include something that substantively exist whether it is solid or liquid such as animal, sugar, oil, water, tree, car, food, etc. Many kind of gases such as air, smoke, steam, etc. and something which substantively doesn't exist but it is conceptually understood and has a particular quality such as ideology, religion, dream, behavior, concept, feeling, expectation, sound, truth, appearance, news, profession, etc.

c) Quality

The quality of things, such as height, beauty, brightness, poverty, purity, density, prosperity, effectiveness, sensitiveness, sermons, strength, courage, etc. I so belongs to noun. We can also see these words as un-substantive thing.

d) Action and Occurrences

An action, an activity, and an occurrence can be used as the subject or the object of a sentence. It means they are also nouns. The example are the words journey, wan, accident, party, fight, meeting, contest, test, match, workshop, seminar, study, play, dream, etc.

e) Verb

Verb is a word or a group of words which is used to express an action such as "run", to express the existence of a particular noun such as "will", "shall", "can", and to link noun to noun or noun to adjective such as "smell", look".

f) Action verbs

Action verb tells what someone or something physically or mentally does or do. An action verb is transitive if it has an object such as the word eat in "Every morning I eat breakfast at 6.30." In this sentence, the object of eat is breakfast. An action verb is intransitive if it has no object such as walk in "I walk to school every day." This sentence does not have any object.

g) Linking verb

A linking verb is a verb used to link a noun that functions as a subject with another noun or adjective

located in the predicate of the sentence. In some cases, linking verbs helps to make a statement.

h) Modal (Auxiliary verb)

A modal or an auxiliary verb expresses the mood of a verb. A modal or auxiliary verb may have different meaning. It is generally used to indicate whether a verb is potential or uncertain. Modal is also called a helping verb. However, in some sentences, though it is rare, a modal does not help a verb, but it functions as a verb.

i) Adjective

Adjective is a class of words used to modify noun or other substantive by qualifying, limiting, and specifying. Adjective is any of a form of class distinguisher noun by one of suffixes, such as-able, -ous, -er, and est.

j) Adverb

Adverb is a part of speech comprising a class of words that modifies, or describing, or adds to the meaning or a verb (except linking verbs), and adjective, another adverb, or a sentence.[16]

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[16] Sihombing Binsar and Barbara Burton. *English Grammar Comprehension*,.(Jakarta : PT. Gramedia Widiasarana Indonesia, 2007), p.110

B. Concept of Storytelling

1. The Definition of Storytelling

According to Cameron "Storytelling is an oral activity, and stories have the shape they do because they are designed to be listened to and, in many situations, participated in". [17]

In addition, Gere defines storytelling as the act of using language and gesture in colorful ways to create scenes in a sequence. Based on those definitions, it can be inferred that storytelling is the sharing of ideas and experiences through words and actions to communicate and make meaning about our life and the other life.

Storytelling has a power to create a sequence of events or story on the listeners' mind and to facilitate the learners in reminding anything in the story for a longer time.

Barzaq considered storytelling as educational means because the story is about believable, memorable, and entertaining that depends on humans and their experience is considered as an authentic and credible source of knowledge.[18] It means that, a story is defined as a narrative account of a real or imagined event or events. It is a structure of narrative with a specific style and a set of characters. Most of the learners have grown up in a learning context full of narrative stories, whether real or fictitious.

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[17] Cameron, L. *Teaching languages to young learners*. (Cambridge: Cambridge University Press. 2001), p. 55

[18] Barzaq. M. *Integrating sequential thinking thought teaching stories in the curriculum*. (Action Research: Al-Qattan Center for Educational Research and Development QCERD Gaza. 2009), p.129

Therefore, it can be said that story is the full sequence of events in a work of fiction as we imagine them to have taken place, in the order in which they would have occurred in life. Additionally, stories build blocks of knowledge and it is the foundation of memory and learning. It also connect people to the past, present and the future. The learners may share experience and learn from others' wisdom, beliefs and values in the storytelling.

Based on the explanation above, we can conclude that storytelling is retelling a literary text that has a sequence of events including the act of using voice and body language to communicate the text from one person to others in colorful ways to create scenes. The student can have a mental participation or active perception that enables her/ him to enter the story, identify its characters and actively participate in all its events. Learners may be moved by a story and thus change beliefs, attitudes, and behaviours after hearing or reading a story.

2. **Storytelling in Teaching Vocabulary**

Storytelling offers good benefit to be used in teaching-learning process. As stated by Ariestawati, storytelling is an excellent teaching strategy because stories ignite students' interest, help students create vivid mental images and activate the thinking process.[19]

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[19] Ariestawati, S. D. *The use of storytelling in teaching vocabulary to young learners.* (Bandung: Universitas Pendidikan Indonesia. 2011), p. 190

It allows children to create their imagination about new vocabulary they just hear and help them to come to the terms with their own feelings. Storytelling is a teaching technique that can reach the emotional and affective realms of learners.

Brown says that the use of storylines, familiar situations and characters and meaningful purposes in using the language will make attention and retention of the young learners improve. Reaching the learners' attention is the first step which is considered to be important in teaching learning process.[20] In addition, it is believed that learners' retention will improve when they deal with attractive things.

Cameron says, "Children will pick up words that they enjoy and, in this way, stories offer space for growth in vocabulary".[21] In the enjoyable learning situation, learners will be highly motivated and high self confidence. Once the learners feel interested in the stories they will automatically want to understand them.

In such condition, Krashen stated learners' affective filter is low and it enables them to grasp the language input that has been well-arranged affectively.[22]

From the statement above, it can be summarized that storytelling is helpful in teaching vocabulary because storytelling provides an

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[20] Brown, H. D. *Language assessment: Principle and classroom practices*. (New York: Addition Wesley Longman, Inc. 2001), p. 99

[21] Cameron, L. *Teaching languages*, (Cambridge: Cambridge University Press. 2001), p. 55

[22] Krashen, S. D. *Principles and practice in second language acquisition*. (New York: Pergamon Institute of English. 1982), p. 89

enjoyable learning situation, motivates learners and grows learners' language awareness.

The basic aim of stories are to entertain the readers or the listeners. It is explained that stories can have effects on a person's construction of knowledge and self. They help learners make sense of the world around them and the life they lead.

3. Procedures of Storytelling in Teaching Vocabulary

Based on expert ideas, there are some procedures of using storytelling in teaching vocabulary. The steps of how to use storytelling proposed by the researcher according to Nichang as follows:[23]

a. Pre-activity

The following is the procedures of doing pre-activity:

Warm up the children by doing some activities, for example, singing or chatting. etc.

1) Introduce children to the topic by asking them questions or hiding something from the story. Try to link to children's experience.

2) Create a situation by aids or by questions.

3) Introduce the main characters by puppets, masks and pictures to attract and keep children's attention.

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[23] Nichang. *Learner classroom young the storytelling: Storytelling in the young learner classroom. Online. Available* at http://my.dict.cn/homespace-ujd-444215.do.blog.id.17226.html. Retrieved March 23, 2016. (New York. 2008), p.67

4) Set a purpose for children, give them a reason to listen to the story.

5) Whilst-activity

6) This is the main part of teaching. Teacher tells the story. While telling the story,

7) we need to have some skills. The use of language and aids can help to support children's understanding.

8) We can make the most to use visual aids such as masks, big pictures, puppets, real objects, cut figures, etc.

9) The use of language also supports children's understanding. The rules to tell the story in teaching vocabulary are explained as follows:

   a) Voice

      Appropriate intonation and stress, different voices of characters, different paces, and exaggeration can give children a deeper impression of the language in the story. This can help them pick up chunks.

   b) Body language

      To use enough body language can help to bring out the meaning of the story. The teacher's actions, gestures, facial expressions can create clear situations. While telling a story, we should make our movements simple and slow, a little bit exaggerated.

c) Pausing

It creates time for children to think and work out what happens at the point of the story.

d) Predicting

It can help to involve children in the story. They would try to work out meaning while they want to know the result.

b. Post-activity

1) Choose some suitable follow-up activities, related to the story, to check children's understanding, to give chance for children to try out or to practice the introduced language.

4. Advantages and Disadvantages of Storytelling

There are the advantages and disadvantages of using storytelling in learning vocabulary. Storytelling can develop students' understanding about stories that they have learnt during learning activities. Davies concludes there are some advantages by using storytelling as an important strategy in teaching vocabulary as follows:[24]

a. It helps in the development of students' ability to interpret and understand actions beyond their immediate experience.

b. It is a medium of shared experiences, social and interpersonal development.

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[24] Davies. *A. Storytelling in the classroom : Enhancing oral and traditional skills for teachers*. (London : paul Chapman Publishing. 2007), p.124

c. It is the natural way to introduce students to the wonderful world of books and reading. This reading will enable them to create his/her own stories and learn how to communicate his/her thoughts individually and groups.

d. On the other hand, there are also disadvantages of using storytelling in teaching vocabulary as follows:

1) It makes teaching learning process is fulfilled by attracting student's interest to stories, all of them were active and made noisy. Sometimes they too much moved and spoke. That condition makes the teacher difficult to control them.

2) It can be time consuming activity if the teacher retell a story that deals with the material and related to students' personal experiences. So, the students get less attention in teaching learning process.

3) It is expanding on something that is not real. It could be in the sense of not being truthful.

CHAPTER III

RESEARCH METHODOLOGY

A. **Type and Characteristics of Research**

There are many researches method that can be applied in research. Actually, all of the variety of methods is descriptive, either quantitative and qualitative. It depends on the purpose of the research.

In this research, the researches want to analyze the type, why and how the lecturer often using students strategy on use of students strategy on vocabulary. It is surely more suitable using qualitative.

In the qualitative research, discussion about participations and site might include four aspects identified by Miles and Huberman setting (where the research will take place), the actors (who will be observed or interviewed), the events (what the actors will be observed or interviewed doing), and the process (the evolving nature of events undertaken by the actors within the setting).[25] It means that the research make as interpretation of the data.

This researcher applied one of the research qualitative researchers name case study. As assert by creswell, case study is kind of qualitative research whereby the researchers analyze significantly an event, a process with one or more person.[26] Referring to this phenomenon, Soy in Setiyadi

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[25]Jhon W.Creswell,*Research design : Qualitative, Quantitative, and mixed methods approaches* (2nd Ed),New Delhi,Sage Publications,2003,P.185

[26] Creswell, John W. *"Research Design: Qualitative, Quantitative, and Mixed Method Approachs Second Edition."* (USA: Sage Publication, Inc. 2003), p.17.Print.

considers that the data due to case study research can be quantitative or qualitative. He emphasizes that neither term of sample or population is not familiar to be use in case study research. Completely he states that nowadays a lot of writers explicity graft qualitative aspect in case study research. Case study often becomes contravention whether it is categorized to a research methodology or parts of quantitative or qualitative methodology.

From the explanation above this research is directed to analyze using of students strategy on vocabulary. Focus on the type, why and how the students strategy are mostly used on vocabulary at the first semester of SMP IT INSAN MULIA Batanghari.

B. Data Resource

In this research the sourch of the data would be base on two kids of data. They are primary and secondary data. For gathering information, it is must to discover important and accurete data from qualified source. As it is explained by Sutanto Leo et.al that "there are basically two kinds of sources, namely primary sources and secondary sources is firsthand information. Then secondary sources provide secondhand information".

1. Primary Source

In this research, the primary sources are students' learning vocabulary and the interview result. The students learning vocabulary result will take from some students. While the interview, the research

will conduct to 10 students. It will to find out the students problem in learning vocabulary.

2. **Secondary source**

Then, the secondary sources are from books, articles, English dictionary, encyclopedia and documentation that was related to the research was gained. So, the researcher took effort to get data from the Informants. In this research the informats were :

a. Selected students of SMP IT Insan Mulia Batanghari who were good in vocabulary mastery. From these students, the researcher investigated their vocabulary learning strategies.

b. English teachers who nominated the subjects as good students in mastery vocabulary and gave information about subjects' learning strategies in the classroom.

c. Other students who knew how the selected students learnt vocabulary.

C. **Data Collection Technique**

Research instrument is the equipment or facility used by the writer to collect the data so it will be better that is means accurate, complete, and easy to reproduce. Data will be collected through multiple sources to include observation, documentayion and interview.

Creswell said that "in many qualitative studies, inquires collect multiple forms of data and send a considerable time in the natural setting

gathering information".[27] Therefore, the data will be gained through several techniques in triangulation as follows:

1. **Observation**

    Observation can be defined as experience and recording systematically toward the apprearing indication in the research object. In this research, the researcher will use participant observation. By the reason, the researcher hopes to build a good rapport to the participants in order to get supporting data. Then, the researcher observe the pasticipants to collect the primary data directly. In this case, the researcher joins in participants writing class to observe their activities in composing narrative text. Then, it will recorder that the participants do their writing seriously. Then using of their valuable time to write as well as possible. However, they waste in different time to finish it. Because of the different amount of text they have made.

2. **Interview**

    The research will use semi-structured interview. The interview is conduct face to face with the participants. The participants is students. There were 10 students which become the participants. It is in-depth interview with open ended questions. The questions type of the interview related to the students opinion. Then, the questions are relate to error of using of cohesive devices within their writing.

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[27] John . W. Creswell, *Research Design-Qualitative,* USA, Sage Publications, 2003, p.185

Finally, the interview result will collect to support the data primary research data.

3. **Documentation**

Documentation is a technique of data collection, which involved a record of events in the past in forms of handwriting, pictures or even litelature works is used. In this research, the researcher will use documentation to collect information from written sources. The students' writing help the researcher to know the types' error on the use of cohesive devices used on the students' writing. Additionally, document archives about the research location also supported to fix this research.

D. **Data Analysis Technique**

Discussion of the plan for analyzing the data might have several components. As Creswelll stated the process of data analysis involves preparing the data for analysis, reading through all the data, applying the coding process, description, representation and interpretation.[28] Because of that, the researcher applied the six steps to analyze the gained data. The steps could be explained as follows:

1) Firstly, the researcher prepares' the data for analysis. For this step, the researcher conduct to the students of SMP IT Insan Mulia Batanghari a subject. Then, the researcher determine some students to make

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[28]John W Creswell , *Research Design,* p.191

narrative text. Finally, the researcher will take and collect them as a main research document.

2) The second step, reading all the data. The researcher read all collect data. The researcher tries to understand the information convey. Also, the researcher looks some errors on the use of cohesive devices of each students vocabulary. So the researcher can know the types of errors on cohesive devices used to be written as finding result.

3) The third steps is coding process. After reading all data, the researcher can make the some categories of the finding result. The categories involve inappropriate use of the cohesive devices. They were coded on the field note in each data. They are code into symbols, numbers and word forms..

4) The next step is describing the data. This description was the result of the coding process. Then, the made of the vocabulary result on the students strategy will be serve on the table.

5) The fifth step, the researcher conveys and generate the descriptive information of finding other analysis about the vocabulary result. The researcher will analyze the students vocabulary and calculate the proportions (frequency and percentage) some error in vocabulary made by the students.

The formula below is used:[29]

$$P = \frac{f}{n} \text{ x } 100\%$$

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[29]Allan G Bluman, *Elementary Statistics: A Step by Step Approach,* (New York: McGraw Hill,2004),p.74

Note:

P= Percentage

f= Frequency of a type

n= Number of total

6) The last step is the interpretation the data. After represting the descriptive information, the researcher can take some lessons interpreting it. From the analysis, it can be obtain or conclude the measurement of the students strategy on the learning vocabulary.

E. Research Approach

Research approach is the problem solving strategy of the research which conducted to organize the fact field and précis field for understanding, explaining, predicting, and managing the condition of the analysis. In this research, the researcher applies case study as the method of qualitative research. A case study is a holistic method that uses multiple sources of evidence to analyze or evaluate a specific phenomenon or instance.[30] It means that case study is research method that describes a phenomenon deeply and clearly. Therefore, the researcher chooses this method because the researcher wanted to know the phenomenon of errors made by students in learning vocabulary text and explore deeper problems faced in students

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[30]Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research,* (USA: Falmer Press,2005),p.161

vocabulary. This research will conduct on the seventh grade students

of SMP IT Insan Mulia Batanghari..

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

The general description that assessed is as the complementary data. It is subjectively concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organizational school.

1. Profil of SMP IT Insan Mulia Batanghari

a. Historical Background of SMP IT Insan Mulia Batanghari

SMP IT Insan Mulia Batanghari East Lampung is one of the State Junior High School in East Lampung which is found under the Department Education Decision. It is located on the Majapahit, Batangharjo Village Street, Batanghari District which was accredited B by BSNP (National Standardization of Education Board).

After knowing that Batanghari village headman and society's figure of Batanghari (Supardi, Zainal, Kamto) when to the province purposing a proposal in order SMP IT Insan Mulia Batanghari East Lampung founded in Majapahit street. With some considerations and strategic location so that proposal was accepted. After that the building was started to be develop, because of the restricted area, so the school was canceled to be founded.

For the sake of the reaching of the building of SMP so the village headman and society figure of Majapahit purposing the proposal seriously to the regency and to the chief of commission. The proposal was not agreed directly because they would hold an observation first to the location. Then the proposal of developing SMP IT Insan Mulia Batanghari was agreed.

SMP IT Insan Mulia Batanghari was founded in 1985 with 2 units of building, 1 unit 3 locals for study and 1 unit for office SMP IT Insan Mulia Batanghari began the new year of education in 2003-2004.in 2003-2004 SMP IT Insan Mulia Batanghari is led by Drs Junaidi. Now the headmaster SMP IT Insan Mulia Batanghari is Agus Waluyo, S.Sos.

Besides that, SMP IT Insan Mulia Batanghari East Lampung for many times has applied the curriculum since it firstly established such as 1985 curriculum, 1995 curriculum, 1997 curriculum, the supplement of 1997 and 2000 curriculum, KBK, KTSP and now 2013 curriculum. Furthermore, this school has three levels of classes. Those are seventh grade, eighth grade, and ninth grade.

To prepare the school that has good standard of quality to face the challenges ahead, the students are expected to be able to overcome the challenges and global competitiveness by

forecasting on the vision and mission to realize good standard school which brings up Islamic values, science and technology.

b. Vision and Mission of SMP IT Insan Mulia Batanghari East Lampung

1) Vision

    a) Having Quality

    b) Religious

    c) Populist

2) Mission

    a) Building Harmonious Relationship and Democratize

    b) Improving Insight

    c) Optimal of Utilization

    d) Improving of Learning Process

3) Objective

Creating a good graduation of SMP IT Insan Mulia Batanghari East Lampung who have good quality of skill in religion and competent.

4) Strategy

    a) Make a discussion with another party's.

    b) Intensive development to the teacher and all of employee

    c) Adding and utilization of infrastructure

    d) Guiding course in intra or extra

    e) Continue and control to student's activity

c. **The Conditions of Teacher and Official Employers in SMP IT Insan Mulia Batanghari East Lampung**

SMP IT Insan Mulia Batanghari East Lampung has 28 teachers. Two of them are English teachers. The data of the teachers and the staff of SMP IT Insan Mulia Batanghari East Lampung in academic year 2019/2020 can be seen through this table as follow:

Table 4
The Teacher Data of SMP IT Insan Mulia Batanghari East Lampung

No	Name	Occupation	Ladder	Subject
1	Agus Waluyo, S.Sos	Headmaster	S1 Social Sciences	-
2	Mulyono, M.Pd	Vice	S 2 Education of Arabics Language	Tahfidz
3	Salis Khotami Mabruri, M.Pd	Vice	S2 Education of Religion	Education of Religion
4	Ririn Kurnia, M.Pd	Vice	S2 Education of Arabics Language	-
5	Joni Ali, S.Pd	Teacher	S1 Education of Biology	Science
6	Bambang Wahono, S.Pd	Teacher	S1 Education of Social Sciences	Social Sciences
7	Fitria Oktaviana, S.Pd	Teacher	S1 English Departement	English Language
8	Bambang Wahyudi, S.Pd	Teacher	S1 English Departement	TIK
9	Ganjar Eko Utomo, S.Pd.I	Teacher	S1 Education of Arabics Language	Arabics Language
10	Muhammad Hanifudin, S.Pd	Vice	S1 Education of Matematics	Matematics
11	Maya Sofia Diny, S.Pd	Teacher	S1 English Departement	English Language
12	Suroyo, S.Pd	Teachers	S1 Education of Civics	Civics
13	Muhammad Husain,	Teacher	S1 Pend. Olahraga	PJOK

	S.Pd	s		
14	Siti Rohaela, S.P	Teacher	S1 Agriculture	Science
15	Khalimatus Sa'diah, S.Pd	Teacher	S1 Education of Economics	SBK
16	Meri Kuslaila, S.Pd	Teacher	S1 Education of Matematics	Matematics
17	Dimas Alfarisyi, S.Pd	Teacher	S1 Education of Matematics	Matematics
18	Yuntafi'atun Amanah, S	Teacher	S1 Education of Management	Guidance Counseling
19	Luthfi Khairani, S.Pd	Teacher	S1 Education of Science	Science
20	Eva Septiana	Teacher	Senior High School	Lampung Language
21	Hendra Kurniawan	Teacher	Senior High School	Education of Religion
22	Yogi Bintoro	Teacher	Senior High School	Tahfidz
23	Afikaduri	Teacher	Senior High School	Tahfidz
24	Naufal Hidayatullah	Teacher	Senior High School	Lampung Language
25	Amin Suyono	Teacher	SPG	BK/BP
26	Adetiya Wahyu Prakarti	Teacher	Senior High School	-
27	Adi Kurniadi	Teacher	Senior High School	-
28	Nurhikmah Arifin Rahman	Teacher	Senior High School	-

Source: Documentation of SMP IT Insan Mulia Batanghari East Lampung

    d. Number of the Students at SMP IT Insan Mulia Batanghari East Lampung

        Number of students of SMP IT Insan Mulia Batanghari East Lampung in academic year 2019/2020 can be seen on the following table:

Table 6
Number of Students of SMP IT Insan Mulia Batanghari
East Lampung in Academic Year 2019/2020

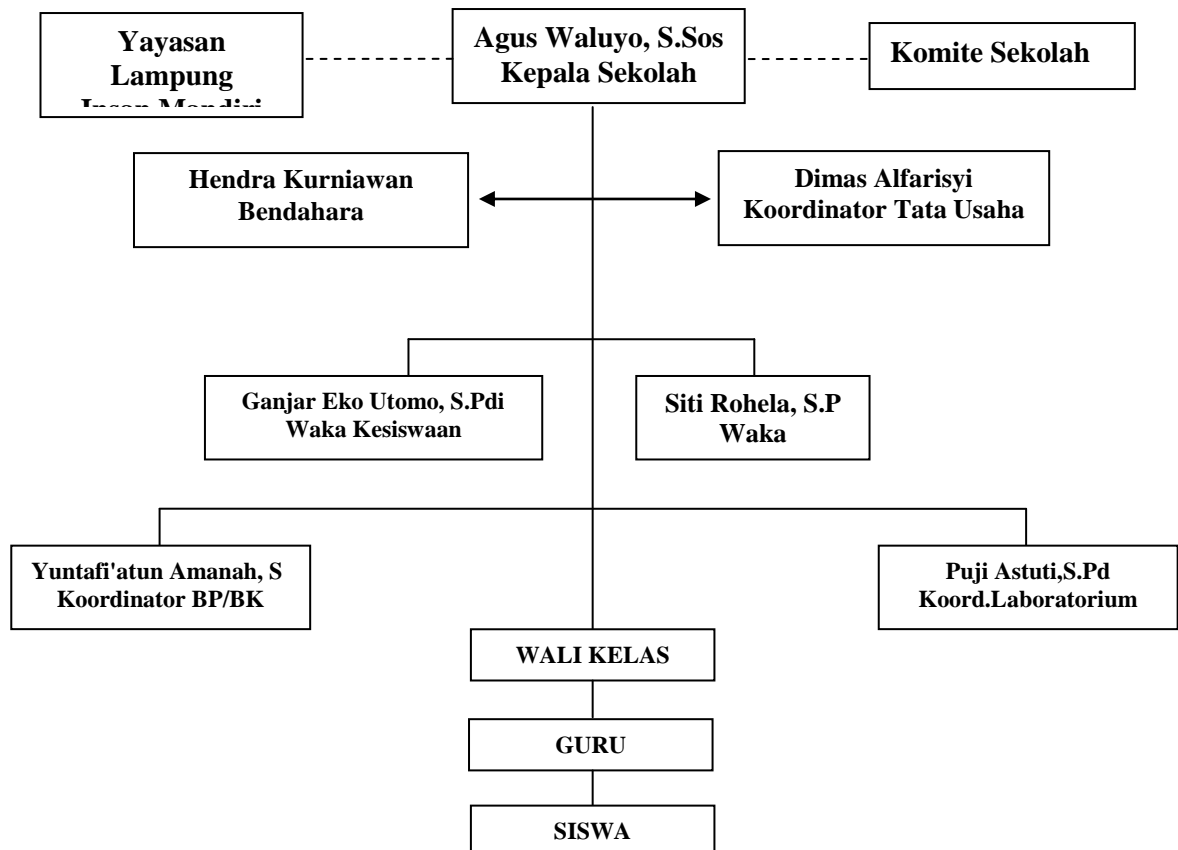| No	Class	Sex		Total
		Male	**Female**	
1	**Rombel**	2	2	2
2	**Male**	23	30	21
3	**Female**	21	25	27
	Total	**250**	**44**	**55**

Source: Documentation of SMP IT Insan Mulia Batanghari East

Lampung

.

e. **Organization Structure of SMP IT Insan Mulia Batanghari**

   East Lampung

   Organization Structure of SMP IT Insan Mulia Batanghari East

   Lampung can be seen as follow:

Yayasan Lampung Insan Mandiri		Agus Waluyo, S.Sos Kepala Sekolah		Komite Sekolah

Hendra Kurniawan Bendahara				Dimas Alfarisyi Koordinator Tata Usaha

Ganjar Eko Utomo, S.Pdi Waka Kesiswaan		Siti Rohela, S.P Waka

Yuntafi'atun Amanah, S Koordinator BP/BK		Puji Astuti,S.Pd Koord.Laboratorium

WALI KELAS

GURU

SISWA

f. **The Site Sketch of SMP IT Insan Mulia Batanghari East Lampung**

Figure 3
The Sketch of SMP IT Insan Mulia Batanghari East Lampung
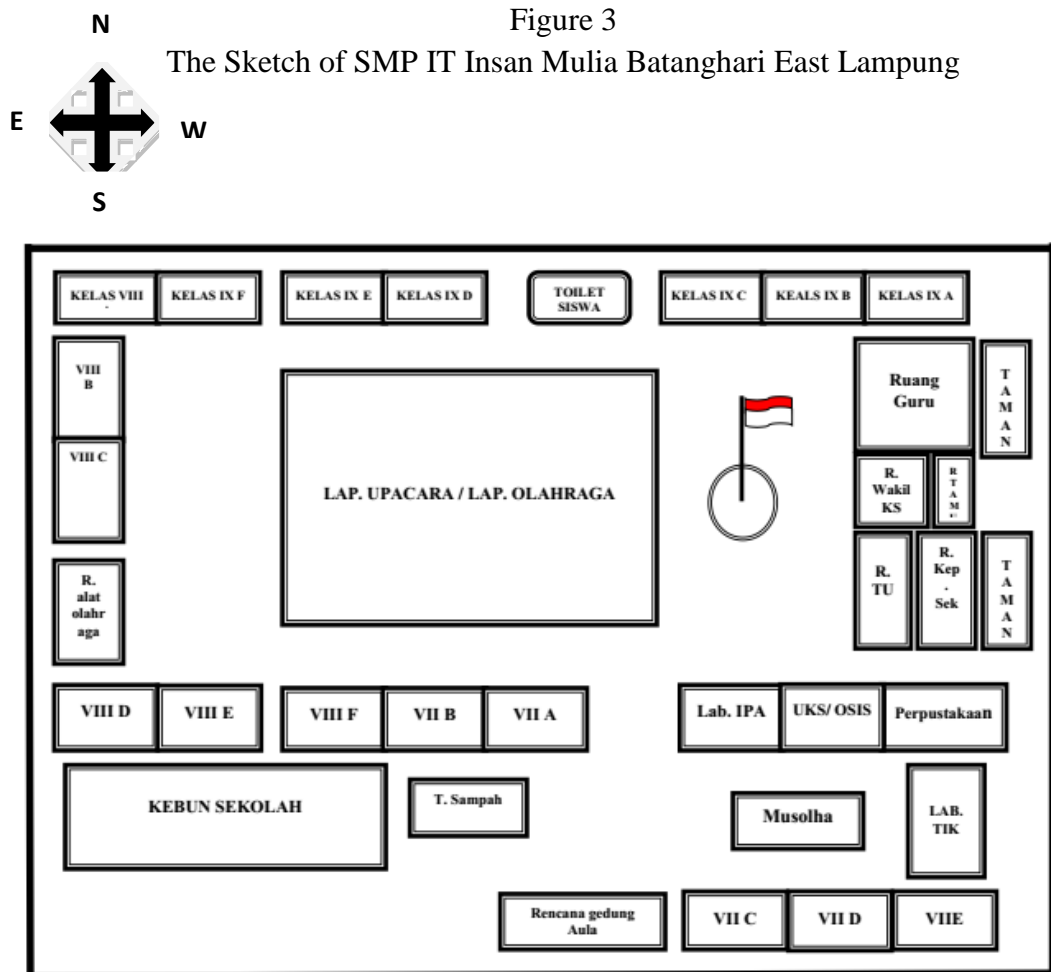
Source: Documentation of SMP IT Insan Mulia Batanghari East Lampung.

B. General Description of Data Research

Based on the result of observation, interview to the subjects of the study, the followings were presented the findings of the study. The data were also taken from the documentation. In this part was divided into two the findings :

1. Students' Vocabulary Learning Strategies

This part explaines the research findings which the researcher found in the field. It related to the students' strategies in learning vocabulary at SMP IT Insan Mulia Batanghari. After the researcher investigated the students' strategies in learning vocabulary, finally, the researcher got some data. The results of the reseach findings are presented in the descriptions below.

When S1 found unknown vocabulary, he tried to look it up in the dictionary. In order to find its meaning. Because dictionary was the easiest tool that can solve his difficulties in learning vocabulary. This dictionary was used when he learned vocabulary at home. Usually he learns alone at home. So, dictionary is very useful for him. Meanwhile, S6 preferred to use monolingual dictionary for learning vocabulary. S6 stated " I used oxford dictionary because the content was more complete than bilingual dictionary. In the dictionary, there are explanation about meaning, pronunciation, and part of speech." When S6 in the classroom, after he looked up in the dictionary, then he closed it. He also tried to pronounce it repeatedly. In addition to S1 and S6, the subjects S2, S3, and S5 after checked the words in the dictionary, they wrote those on the their books. The researcher also saw it when she was doing observation in the classroom. When their teacher asked them to read a text, S2, S3, and S5 wrote some vocabularies in their book. Moreover, they did it without any direction

from the teacher before. Alittle bit differences were done by S4 and S6. When they found unfamiliar words, before they looked up in the dictionary, fristly, they gave signs under those vocabularies. Then, they wrote the meaning under those signs. As David (subjects' friend) stated " As I know, when S4 found unfamiliar vocabulary, he gave signs. Then he looked for the meaning of the words in the dictionary or asked his English teacher. You can see in his English book, there were full of signs." So, the subjects used dictionary to know the meaning, pronunciation, and spelling of vocabularies. They used dictionary not only when they learn them in the school, but also when they learn them at home. The subjects also used making notes strategy that was mentioned above. This strategy is done to remember the spelling, pronunciation, and the meaning of the words.

Another strategies employed in learning vocabulary was by asking English teacher or friends. All of the subjects used this strategy. His English teacher always asks his students to ask him when they had troubles in learning English. The subjects not only asked directly to their teacher when teaching and learning process but also asked him via phone, by sending message using English. So, it could be one of activity to practise their vocabulary mastery. Mr.Dalih said " Usually, in learning vocabulary, when they got troubles in some vocabularies, they asked me directly, but sometimes they also ask me by sending messages." Asking people directly was more effective, and

the subjects could get the answers quickly, not only they know the meanings of the vocabularies but also they know how to pronuonce those. Meanwhile, In the classroom, subjects who were very active in asking their teacher are S1, S2, and S6. Sometimes, they also discuss English lesson with their friends.

In order to have good retention in vocabulary, S1 tried to memorize what he learned. S3 also repeated the vocabularies that he learned until he could memorize it. And S5 tried to memorize what she learned gradually. As his following statement " I memorized vocabularies gradually, little by little, and try to use it for making conversation with teacher and my friends." Furthermore, all of them attempted to use vocabularies for communication with teacher, and other friends to increase their retention. S3 stated " I also tried to use vocabulary which I had learned in order to make me not easier to forget it." In addition, S6 also had his own opinion about the reason why he used this strategy. He said " For me, language was a habit, so we had to use it in our daily life."

The next strategy used by all of the subjects was by using vocabulary that they learned for communication in daily life. In order to keep the retention of vocabularies, the students have strategy to use the vocabularies they learned for communication in a daily life. They always try to use the vocabulary that they learned for communication with his English teacher, and friends. As S1 stated " I sent message

with my teacher, and friends using English. Because I believed that if I used my learned vocabularies, it made those did not lose from my memory*."* According to S2, the vocabulary was not only used for communication in oral way. But, she also used it to express her feeling by writing diary. She liked to write a diary, and she always tried to use English vocabularies that he mastered. So, she combined between Indonesian and English when writing it. She said "My an other strategy was trying to use vocabulary for speaking with my teacher and my friends, and also sometimes for writing diary at home.*"*

The subjects also used interesting strategies. For example, S1, and S3 liked watching English movie for improving their vocabulary. According to them, the movie that they watched should has Indonesian subtitle to help them understand it. As like S1 stated " I also liked watching English movie, such as transformer, and naruto wich were completed by subtitle. So, I could match the vocabularies that was said by the actors using its subtitle.*"* Meanwhile, S2 liked watching English cartoon which used simple vocabularies. So, it is easier to be understood. " I also loved watching English cartoon. Because it was funny, and used simple vocabulary. So, it was easier to be understood."

Another interesting strategy made the subjects more interesting in learning vocabulary was listening English music. Both watching movie and listening to music were nice activities for them.

By using those strategies, they not only could get entertainment, but also they could learn English, especially in learning vocabulary nicely. The S2, S4, S5, and S6 were interested to use this strategy. In using this strategy, usually S2 not only listened the song, but she also wrote the lyrics in her book. In addition, when S4 interested in a song, she looked for the lyrics, and then she practised to sing it. " Usually I listen English songs miss.., looking for the lyrics and then try to sing it." Then, S5 also learned vocabulary by the song's lyrics, she said " I also often listen English songs, Such as, titanic song miss. For understanding it, I used the song's lyrics. Then, I looked up the unknown vocabularies in the dictionary." By using this strategy the subjects knew the meaning, spelling, and pronunciation of vocabularies used in the song. So, they can learn vocabulary through listening English songs.

The last strategy is usually used by the subjects was reading English story. The subjects who liked this strategy were S4, S5, and S6. Reading was the effective activity to enrich their vocabulary. When they read a story, they found alot of vocabularies. S4, S5, and S6 usually read English story in their books, or magazine. If they found unfamiliar vocabularies, sometimes they just guess the meaning of those words by looking the next vocabulary which appeared in the next sentences. However, looking for the meaning in the dictionary and asking people were their habit that they did to learn vocabulary. In

order to make the readers easier to understand the description above, the researcher presented the students' vocabulary learning strategies in the table form as below. The following is the summary of the learning strategies employed by the subjects in learning vocabulary.

Table 2. The vocabulary's learning strategies

Vocabulary learning's strategies	Subjects of the study					
	S1	S2	S3	S4	S5	S6
Looking up dictionary	✓	✓	✓	✓	✓	✓
Making notes		✓	✓		✓	
Asking people	✓	✓	✓	✓	✓	✓
Memorizing	✓		✓		✓	
Listening song		✓		✓	✓	✓
Watching movie	✓	✓	✓			
Using song's lyric		✓		✓	✓	
Reading story				✓	✓	✓
Using in daily life	✓	✓	✓		✓	✓
Sharing with other friends	✓	✓				✓

Based on the data taken from interview, observation and documentation above, the researcher concluded that the focus of students'strategies in learning vocabulary at SMP IT Insan Mulia Batanghari could be divided into three aspects, they are: meaning, pronunciation, and spelling. Table 3 presents the three aspects of vocabulary learning strategy.

Table 3
The aspects of vocabulary learning strategy

Strategies	Learning vocabulary aspects		
	Meaning	Spelling	Pronunciation
Using dictionary	✓	✓	✓
Asking people	✓	✓	✓
Making notes	✓	✓	
Listening English songs			✓
Watching English movie with subtitle	✓		✓
Using song lyrics	✓	✓	
Reading story	✓	✓	
Memorizing	✓	✓	✓
Using in daily life	✓	✓	✓
Sharing with other friends	✓	✓	✓

In short, from the description above, the researcher concluded that in learning vocabulary the students in SMP IT Insan Mulia Batanghari used some strategies. They were ; (1). Looking up dictionary, (2). Making notes, (3). Asking people, (4). Memorizing, (5). Listening English songs. (6). Using song's lyrics, (7). Watching movie, (8). Reading story, (9). Sharing with other friends, and (10). Applying for communication in the daily life.

2. The Contribution of Vocabulary Learning Strategies for Students' Vocabulary Improvement

In order to become a successful language learners, especially in learning vocabulary, the students needed to have some learning strategies. Every students had different strategies in learning vocabulary. Because they had different characteristis, and interests, they used different strategies that were suitable and effective for them.

It was expected to give contribution in their vocabulary mastery. In order they can enrich their vocabularies and have good retention in learning vocabulary. The data related to the contribution in vocabulary learning strategies for students' vocabulary improvement were taken from conducting interview with the subjects.

According to the subjects all of their strategies could give many advantages for them. For example, looking up dictionary and asking people made them easier in learning vocabularies. From those ways, they knew the meaning, spelling, and pronunciation of the vocabulary. As stated by S4, " By asking people, and looking up dictionary, they made me easier to learn vocabulary." Another contribution was the strategies could increase their vocabulary in joyful ways. It could be done by reading story, listening to music, writing diary, and watching movie. Through these activities, they found alot of vocabularies that they never heared before. So, it gave new knowledge for them. B stated that " By using my own strategies, I could learn vocabulary in more joyful ways. Some activities, such as; writing diary, reading story, listening song, and watching cartoon were my favorite activities. From those, not only I got alot of vocabularies, but also entertainment." Then, the other strategies, liked making notes, reading their notes regularly, and using vocabularies for communication made students to not easily forget the vocabularies that they had learned. In other words, those activities were

contributive to make good retention in memorizing vocabulary. When they usually use the vocabularies in their daily life, their English skills were getting increase from time to time.

From the explanations above, the researcher got the point that all of strategies in learning vocabulary such as, using dictionary, making notes, asking someone, memorizing, listening English songs, watching English movie, reading story, using song's lyric, sharing with other friends, and using the vocabularies in daily life were very useful for them. Those not only could increase their vocabulary mastery in easier ways, but also increased their English skills, such as speaking, writing, reading, and listening.

Making notes, and writing diary strategies were contributive in vocabulary mastery and for writing skill. These activities, besides increasing their vocabulary mastery, it also increased students' writing skill. When students made notes, wrote the vocabulary in their book, it meant that they unconsiously practised in their writing skill. Morover, when the students wrote a diary, it was also contributive to practise her to choose and use vocabularies that was suitable in her writing. That's why, the researcher believed that those activites gave contribution in vocabulary mastery, and also improved students' writing skill.

The next strategies employed were reading story and reading song's lyric. Both of them not only enriched students' vocabulary, but

also increased their reading skill. Meanwhile, listening to music and watching English movie were contributive in improving students' vocabulary, listening skill, and also their pronunciation. Then, the other strategies, such as; asking people and using vocabularies for communication in daily life were contributive to increase speaking skill and help students enrich their vocabularies.

In other words, based on the description above it can be understood that the strategies used in learning vocabulary are very useful for language learners. Those strategies are contributive in improving both of the four English skills and the English components, especially for incresing the students' vocabulary mastery. Hence, their strategies in learning vocabulary give many contributions for the students' English vocabulary mastery, not only they can improve the zise of their vocabularies but also increase their retention in learning vocabulary.

C. Discussion

As it is presented in the research findings above that the data are collected from the six selected students as the subjects of the study. From those data gotten, the researcher know that the students who are good in vocabulary mastery at SMP IT Insan Mulia Batanghari employ more than one strategies. They find their own way in learning vocabulary. The students who can find their own way in learning, according to Nunan, categorized as good language learners, he states that, "a good language

learner has some characteristics, they are[31] : (1). Find their own way in learning, (2). Creative and experiment with Language, (3). Make their own opportunities, and find strategies for getting practice in using the language inside and outside the classroom, (4). Use memonics (rhymes, word associations, and so forth) to recall what has been learned, (5). Use linguistics knowledge, including knowledge of the their first language in mastering a second language, (6). Learn to make intelligent guesses, (7). Learn production techniques, and (8). Make errors work in order to learn and communicate. '' So, it can be said that the students who have varieties of learning strategy are qualified become good language learners.

From the subjects the learning strategies employed are found. There are so many strategies that students use in learning vocabulary, and almost all of the strategies used are same. The first strategy is looking up dictionary, all of the subjects used this strategy. By using dictionary, students can learn vocabulary independently and it can be used both in the school or in the students own home. By having a dictionary and the students in routine used it to find unfamiliar words, the students will get improvement in enriching them vocabularies. The second strategy is making notes. They usually take notes the vocabulary that they never hear or see before without any direction from the teacher. This activity is

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[31] Nunan, David. 2003. Practical English Language Teaching. Singapore : Mc Graw- Hill. P. 155

useful for the students to train their writing skill, for remembering the spelling and meaning of vocabularies written.

The next strategy is asking someone. Usually they ask their English teacher or their friends. Nunan states " A learner may develop the habit of asking people, he is talking to explain the meaning of a word. "[32] So, it can be a good way of learning the meaning of words. Another strategy is memorizing. They memorized words, then used in their daily life. By applying this strategy, they have good retention in vocabulary, because they not only memorize it, but also practise it. If students memorize some vocabularies without trying to use those for communication regularly, it is possible that vocabularies which they have learned will gone with the wind.

Whereas metacognitive strategies make use of knowledge of cognitive processes to regulate the learning process. These strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned. Metacognitive startegies describe mental operations used by learners in the self − management of their learning. The students' strategies in memorizing vocabulary is categorized in this strategy. Social and affective strategies involve the ways in which learners interact with others and control themselves in order to enhance their learning. Social strategies represent actions taken in relation to others, while affective strategies

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[32] *Ibid.,*

represent actions taken in relation to self. The strategies which is categorize in the social strategies are sharing with other friends, asking people to learn vocabulary, and using the vocabularies for communication in daily life. Meanwhile, for listening music and watching English movies are categorized as affective strategies.

The strategies that the students use are very useful in their vocabulary improvement. It can increase their vocabularies. Because, by using learning strategies they choose by themselves, it make them easier, faster, more enjoyable, and more effective in learning vocabulary. It helps them always remember what they have learned, to enrich their vocabularies. So, students'strategy in learning vocabulary is very important for their vocabulary mastery. Without student's strategy, they can not improve their English ability well.

From the discussion above, we can see that students' strategies in learning vocabulary is very important for language learners. They used more than one learning strategies that help them learn vocabulary in easier, faster, and more enjoyable ways. All of their strategies are very contributive in their vocabulary improvement. By applying their own strategies, such as ; looking up the dictionary, making notes, asking people, memorizing, listening songs, watching movie, using song's lyrics, reading story, using in daily life and sharing with other friends, the students can increase their vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the previous discussion and analysis of the students' strategies in learning vocabulary and its contribution to the students' vocabulary mastery, the researcher conclude that:

Based on the result of research, it is found that the students who are good in vocabulary mastery at SMP IT Insan Mulia Batanghari use various strategies in learning vocabulary. They choose their own learning strategies based on their characteristics, creativities, and interests. The learning strategies they use are :

1. Looking up dictionary

2. Making note

3. Asking people

4. Memorizing

5. Using the vocabularies in daily life

6. Listening to music and using its lyric's transcript

7. Watching English movie

8. Reading story

9. Sharing with other friends

The researcher gets the point that all of those strategies in learning vocabulary are very useful for students' vocabulary mastery. The contribution of students' strategies in learning vocabulary are : (1) Making notes, and writing diary strategies are contributive in vocabulary mastery and for their writing skill. (2) Reading story and reading song's lyric, do not only enrich students' vocabulary, but also improve their reading skill. (3) Listening to music and watching English movie are contributive in improving students' vocabulary, listening skill, and also their pronunciation. (4) Asking people and using vocabularies for communication in daily life are contributive to increase speaking skill and help students enrich their vocabularies. Those vocabulary learning strategies are easier, faster, more enjoyable, and more effective ways. So, those strategies in learning vocabulary are very needed for language learners.

By using those strategies they can be good language learners. Consequently, they can learn language succesfully. It can be seen from the subjects who use their vocabulary learning strategies , they can get good English achievements in their school. So, those learning strategies are contributive in improving both the four English skills and the English components, especially for incresing the students' vocabulary mastery.

In short, the strategies in learning vocabulary give good contribution for improving students' vocabulary mastery. So, it is very important for language learners. Students who have various vocabulary

learning strategies will be easier in mastering vocabulary. By mastering the vocabulary, automatically they can be mastery in English too, because vocabulary is the most important component in learning English.

B. Suggestion

Based on the result of the research findings, the researcher would like to give some suggestions for the following people :

1. For the English teachers

    Every student has different ability, creativity, characteristics and interest. So, the teacher should understand what the students needs based on their differences. The teacher must use suitable methods in teaching for them. They should also help their students to support their students'learning strategies in order to become successful language learners.

2. For the students

    The students are hoped to be more active, and creative in learning English, especially in learning vocabulary. They can try to use some strategies to learn vocabulary, for students who have various strategies, they can share with other friends to learn vocabulary by using those strategies. Don't be afraid and shy to try something new.

3. For the Other researcher

    For other researchers who want to conduct a research about learning strategy, the result of the study can be used as an additional

reference for further research with different discussion domain of students' learning.

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APPENDIX

RESEARCH INSTRUMENT

Interview :

1. Have you find vocabulary in English Learning and you don't know about the meaning?
2. What is usually do you find vocabulary and you don't know before when you read the English Text?
3. Who is the person to help your learn vocabulary?
4. What is the difficult often you found learn vocabulary?
5. What is the strategy you use to learn vocabulary?
6. What is the benefit of strategy using your can be strategy vocabulary that you have?
7. Example of storytelling. Please the students complete vocabulary and give the reason for the kind of vocabulary in the under text :

The Crow and The Eagle

There lived a crow on a tree top. Everyday he used to watch with utter wonder the acts of an eagle. The eagle had a nest high up on a mountain. He used to swoop down from there to get hold of a lamb and fly up again and all in one go. The crow was amazed by the feat of the eagle. One day he was so excited that he wanted to imitate the eagle. So up he flew as high as he could. From there he began to swoop down. He came down and down. But alas, he could not control himself. He crashed on the ground and broke his beak.

1. Where did the crow live?

2. Who watch the acts of an eagle?

3. Where is the eagle nest?

4. How crow go to its nest?

5. Who amazed by the feat of the eagle?

6. Who was excited to imitate the eagle?

7. What the crow do to imitate the eagle?

8. What happen to the crow after the eagle couldn't control him?

9. Why he came down?

Nama : Quno Altican
kelas : VII

1. a tree top
2.
3. on a mountain
4. a lamb and Fly again
5. The crow
6. The crow
7. Yes. his was so excited
8. He come down and down
9. Because, He could not control him himself

Nama : Faiz candra
Kelas : VII

answer
1. A tree top
2. Everyday
3. The crow
4. mountain
5. The crow
6. No stops
7. He come down and down
8. he become to swoop dow
8. He come down and down
9. Becaus, He could not control himself

DOCUMENTATION

A. Observasion Sheet with the Students

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Telepon (0725) 41507; Faksimili (0725) 47296; *Website:* www.tarbiyah.metrouniv.ac.id; *e-mail:* tarbiyah.iain@metrouniv.ac.id

Nomor   : B-2618/In.28.1/J/TL.00/08/2019
Lampiran   : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMP IT INSAN MULIA KECAMATAN BATANGHARI
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama   : **AGUNG PRASETYO**
NPM   : 14120857
Semester   : 11 (Sebelas)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Pendidikan Bahasa Inggris
Judul   : THE STUDENTS STRATEGIES IN LEARNING VOCABULARY AT THE SEVENTH GRADE STUDENTS OF SMP IT INSAN MULIA BATANGHARI IN THE ACADEMIC YEAR OF 2018/2019

untuk melakukan *pra-survey* di SMP IT INSAN MULIA KECAMATAN BATANGHARI.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 Agustus 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP 19750610 200801 1 014

Nomor : 420/495/SMPIT.IM/XI/2019

Lamp : -

Perihal : **Surat Keterangan Pra Survey**

Yang bertanda tangan di bawah ini, SMP IT Insan Mulia Batanghari Kabupaten Lampung Timur , dengan ini menerangkan bahwa :

Nama	: AGUNG PRASETYO
NPM	: 14120857
Progam Study	: Pendidikan Bahasa Inggris
Fakultas	: TARBIYAH DAN ILMU KEGURUAN
Judul	: THE STUDENTS STRATEGIES IN LEARNING VOCABULARY AT THE SEVENTH GRADE STUDENTS OF SMP IT INSAN MULIA BATAGHARI IN THE ACADEMIC YEAR OF 2018/2019

Menyatakana dengan sebenarnya bahwa telah melaksanakan *Pra* Survey di SMP IT Insan Mulia Batanghari pada Bulan Agustus 2019

Demikian surat keterangan ini kami buat dengan sebenar-benarnya agar dapat di gunakan sebagaimana mestinya.

Batanghari, 06 November 2019

Kepala Sekolah SMP IT Insan Mulia Batanghari

Agus Waluyo S.Sos
NPA. 76081112005

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Agung Prastyo   Jurusan/Fakultas : TBI/FTIK
NPM : 14120857   Semester : XI

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa 16/7-19		✓	Revise problem Limitation and Problem Identification	
2.	Selasa 22/7-19		✓	Acc ch. I Continue ch. II	
3	Kamis 25/7-19.			Revise ch. II	
	Kamis 15/8-19.		✓	Please Revise the tittle more clear please!	

Mengetahui,
Ketua Jurusan TBI   Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.   **Trisna Dinillah Harya, M.Pd.**
NIP. 19750610 200801 1 014   NIP. 19830511 200912 2 004

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Jurusan/Fakultas : TBI/FTIK
Semester : XI

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Senin 9/9-19		✓	Please elaborate by your own language theory that have you qouted.	
	Jumat 27/9-19		✓	Acc ch. I Continue to Ch. II.	
	Senin 30/9-19			elaborate more the character of the research	

Mengetahui,
Ketua Jurusan TBI

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NPM : 14120857

Jurusan : TBI
Semester : XI

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Selasa 22/10-19		✓	Revise grammar.	
	Rabu 30/10-19		✓	Write clear about the data Selengkapnya	
	Selasa 5/11-19		✓	Acc Ch-III	

Mengetahui
Ketua Jurusan TBI

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No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	7/11 2019			Acc seminar	

Mengetahui
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Jurusan : TBI
Semester : XI

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	2/ Oktober 2019		√	Revise IPD.	
	5/ Desember 2019		√	Acc IPD	

Mengetahui
Ketua Jurusan TBI

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Nama : Agung Prasetyo   Jurusan : TBI
NPM : 14120857   Semester : XI

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	3/12 2019 9/12 2019 10/12 2019			Revisi Instrumen Revisi Instrumen Revisi Instrumen *[tulisan tangan]*	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
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Dr. Mahrus As'ad, M.Ag
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Nomor : B-4092 /In.28.1/J/PP.00.9/12/2019   02 Desember 2019
Lamp : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
   Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama   :   Agung Prasetyo
NPM   :   14120857
Fakultas :   Tarbiyah dan Ilmu Keguruan
Jurusan   :   Tadris Bahasa Inggris
Judul   :   The Students Strategy In Learning Vocabulary At Seventh Grade Of
              SMP IT Insan Mulia Batanghari East Lampung

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan $\pm$ 1/6 bagian
   b. Isi $\pm$ 2/3 bagian
   c. Penutup $\pm$ 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011049

SURAT TUGAS

Nomor: B-4534/In.28/D.1/TL.01/12/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:
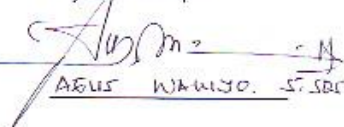
Nama	:	**AGUNG PRASETYO**
NPM	:	14120857
Semester	:	11 (Sebelas)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP IT INSAN MULIA BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE STUDENTS STRATEGIES IN LEARNING VOCABULARY AT THE SEVENTH GRADE STUDENTS OF SMP IT INSAN MULIA BATANGHARI IN THE ACADEMIC YEAR OF 2018/2019".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 19 Desember 2019

Mengetahui,
Pejabat Setempat

AGUS WAHYO. S.SDI

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor   : B-4535/In.28/D.1/TL.00/12/2019
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP IT INSAN MULIA
BATANGHARI
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4534/In.28/D.1/TL.01/12/2019, tanggal 19 Desember 2019 atas nama saudara:

Nama	:	**AGUNG PRASETYO**
NPM	:	14120857
Semester	:	11 (Sebelas)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP IT INSAN MULIA BATANGHARI, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE STUDENTS STRATEGIES IN LEARNING VOCABULARY AT THE SEVENTH GRADE STUDENTS OF SMP IT INSAN MULIA BATANGHARI IN THE ACADEMIC YEAR OF 2018/2019".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Desember 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor   : 420/515/SMPIT.IM/I/2020
Lamp   : -
Perihal   : Surat Keterangan Research

Menindaklanjuti surat dari INSTITUT AGAMA ISLAM NEGERI METRO : B-4535/In.28/D.I.00/12/2019, tanggal 19 Desember 2019. Dengan ini Kepala Sekolah SMP IT Insan Mulia Batanghari Lampung Timur menerangkan bahwa :

Nama   : AGUNG PRASETYO
NPM   : 14120857
Semester   : 11 (Sebelas)
Prodi   : Pendidikan Bahasa Inggris

Telah selesai melaksanakan Penelitian pada Tanggal 20 Desember 2019 di SMP IT Insan Mulia Batanghari Lampung Timur dengan judul **"TEACHING STRATEGY IN LEARNING VOCABULARY AT THE SEVENTH GRADE STUDENTS OF SMP IT INSAN MULIA BATANGHARI IN THE ACADEMIC YEAR OF 2019/2020"**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 13 Januari 2020
Kepala SMP IT Insan Mulia Batanghari

Agus Waluyo, S.Sos
NPA. 76081112005

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Agung Prasetyo
NPM : 14120857

Jurusan : TBI
Semester : XI

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	10/01 2020			Revisi Title	
				Revisi Pronation vocabulary	
				Revisi Characteristic ras	
				Revisi Work function	
				Revisi Story telling	
				Revisi Chapns III	
				Perbaikan abstrak	
				Sea Hivungarable	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Agung Prasetyo   Jurusan : TBI
NPM : 14120857   Semester : XI

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Senin 23/17-19		✓	Revise Ch. IV	
	Senin 30/12-19		✓	Acc Ch. IV V	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama   : Agung Prasetyo
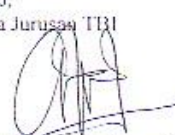
NPM   : 1420857

Fakultas   : FTIK

Jurusan   : Pendidikan Bahasa Inggris

Angkatan   : 2014

Telah menyerahkan buku berjudul Analyzing Grammar An Introduction

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-79/In.28/S/U.1/OT.01/01/2020

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Agung Prasetyo	
NPM	: 14120857	
Fakultas / Jurusan	:Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris	

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 14120857.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 10 Januari 2020
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195608311981031001

CURRICULUM VITAE

The name of the researcher is Agung Prasetyo. He was born in Bawang Tijang, on August 12th 1997. He is the one only child. His parents lives in Jabung East Lampung.

She was enrolled her study at SDN 3 Pematang Tahalo on 2003 until 2008. In line with her focus on the study, he continued her study at SMPN 1 Jabung on 2011, he continued her study at MAN 2 Metro on 2014 and graduated on IAIN Metro until now.