AN UNDERGRADUATE THESIS

IMPROVING VOCABULARY MASTERY BY USING STORYTELLING FROM THE ELEVENTH GRADE STUDENT'S OF MA MA'ARIF NU 5 SEKAMPUNG

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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IMPROVING VOCABULARY MASTERY BY USING STORYTELLING FROM THE ELEVENTH GRADE STUDENT'S OF MA MA'ARIF NU 5 SEKAMPUNG

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2023 M

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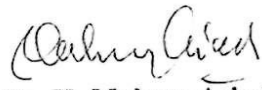
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iii

NOTIFICATION LETTER

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To :
The Honorable of the Head of Faculty of
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Assalamu'alaikum, Wr. Wb
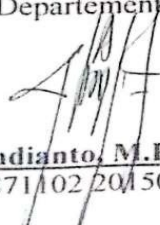
We have given guidance and enough improvement to research thesis script which is written by:

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Title   : IMPROVING VOCABULARY MASTERY BY USING STORYTELLING FROM THE ELEVENTH GRADE STUDENTS OF THE MA MA'ARIF NU 5 SEKAMPUNG

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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NOTA DINAS

Nomor   :
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Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

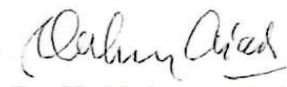*Assalamu'alaikumWr.Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Judul Skripsi   : IMPROVING VOCABULARY MASTERY BY USING STORY TELLING FROM THE ELEVENTH GRADE STUDENT OF THE MA MA'ARIF NU 5 SEKAMPUNG

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

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An Undergraduate thesis entitled: IMPROVING STUDENS' VOCABULARY MASTERY
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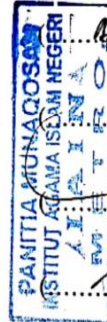
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vi

IMPROVING VOCABULARY MASTERY BY USING STORYTELLING FROM THE ELEVENTH GRADE STUDENT'S OF MA MA'ARIF NU 5 SEKAMPUNG

ABSTRACT
By: Lita Nuriya Ningsih

This research aims to improve the students vocabulary at grade XI of MA Ma'arif NU 5 Sekampung by using storytelling in the academic year of 2022/2023.

This research is classified as action research. It was conducted in two cycles, from May 5, 2023 to May 13, 2023 in which each cycle consisted of two meetings. The procedures of the research were reconnaissance, planning, action and observation, and reflection. The subjects of the research were 32 students of grade XI IPS 2 of MA Ma'arif NU 5 Sekampung. The data obtained during the research are in qualitative and quantitative forms. The qualitative data were acquired by observing the teaching and learning process and taking pictures of the teaching and learning process. Meanwhile, the quantitative data were collected from the results of students' pretest and post-test as well as from the texts the students made during the implementation of the actions which were analyzed to get the mean scores to be compared and to determine the gain score.

The research showed that the storytelling was able to improve the students vocabulary based on the several evidences. Firstly, the using storytelling learning enhanced students' motivation in vocabulary as the students showed enthusiastic and active participation during the teaching and learning process of vocabulary. Secondly, the storytelling learning empowered students' creativity since it enabled student. Thirdly, storytelling learning made the bond between the teacher and the students closer as the teacher monitored and supervised the students. Forth, there were some significant improvements in the aspects of vocabulary as shown in each text which the students wrote. The student's score on the pre-test was 68 and increased to74 in the post-test cycle 1 and in the post-test cycle 2 increased to 80.

Keyword: *Classroom Action Research, Storytelling and Student's Vocabulary Mastery*

MENINGKATKAN PENGUASAAN KOSA KATA DENGAN MENGGUNAKAN CERITA PENDEK DARI KELAS SEBELAS SISWA MA MAA'RIF NU 5 SEKAMPUNG

ABSTRACT
By: Lita Nuriya Ningsih

Penelitian ini bertujuan untuk meningkatkan kosakata siswa kelas XI MA Ma'arif NU 5 Sekampung dengan menggunakan metode bercerita pada tahun pelajaran 2022/2023.

Penelitian ini tergolong penelitian tindakan. Pelaksanaannya dilakukan dalam dua siklus, mulai tanggal 5 Mei 2023 sampai dengan 13 Mei 2023 dimana setiap siklus terdiri dari dua kali pertemuan. Prosedur penelitian adalah pengintaian, perencanaan, tindakan dan observasi, dan refleksi. Subyek penelitian ini adalah siswa kelas XI IPS 2 MA Ma'arif NU 5 Sekampung yang berjumlah 32 siswa. Data yang diperoleh selama penelitian berbentuk kualitatif dan kuantitatif. Data kualitatif diperoleh dengan mengamati proses belajar mengajar dan memotret proses belajar mengajar. Sementara itu, data kuantitatif dikumpulkan dari hasil pretest dan posttest siswa serta dari teks yang dibuat siswa selama pelaksanaan tindakan yang dianalisis untuk mendapatkan skor rata-rata untuk dibandingkan dan untuk menentukan skor gain. .

Hasil penelitian menunjukkan bahwa mendongeng mampu meningkatkan kosa kata siswa berdasarkan beberapa bukti. Pertama, penggunaan pembelajaran bercerita meningkatkan motivasi siswa dalam kosa kata karena siswa menunjukkan partisipasi yang antusias dan aktif selama proses belajar mengajar kosa kata. Kedua, pembelajaran bercerita memberdayakan kreativitas siswa karena mengaktifkan siswa. Ketiga, pembelajaran bercerita mempererat hubungan antara guru dan siswa karena guru memantau dan mengawasi siswa. Keempat, ada beberapa peningkatan yang signifikan dalam aspek kosa kata seperti yang ditunjukkan pada setiap teks yang ditulis siswa. Nilai siswa pada pre-test adalah 68 dan meningkat menjadi 74 pada post-test siklus 1 dan pada post-test siklus 2 meningkat menjadi 80.

Kata Kunci: *Penelitian Tindakan Kelas,Mendongen dan Kosa Kata Siswa*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name : Lita Nuriya Ningsih

Student Number : 1901050024

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Faculty : Tarbiyah and Teachers Training

States that this undergraduate, thesis is originally the result of the researcher's research, in exception certain parts which are excepted from the bibliography mentioned.

Metro, May 24th 2023
The writer

LITA NURIYA NINGSIH
Student Number 1901050024

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama   : Lita Nuriya Ningsih

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

Metro, 24 Mei 2023
Penulis

LITA NURIYA NINGSIH
NPM 1901050024

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MOTTOS

The wind does not blow to shake the trees, but to test the strength of the roots.

<div align="right">

<u>Ali bin Abi Talib</u>

</div>

Learning doesn't always require you to be smart. Learning will lead you to

become a better person.

<div align="right">

<u>By Lita Nuriya Ningsih</u>

</div>

DEDICATIONS

I highly dedicate this undergraduate thesis to:

1. My Beloved Parents (Mr. Sodikun and Mrs. Umi Sangadah). I could never be able to express how much I am grateful to both of you. Thank you for your prayers, support, and unconditional love.

2. My Beloved Sister and Brother (Lia Safitri and Fadli Hidayat)

3. My Sponsor (Dr.H.Mahrus As'ad, M.Ag.), who have guided me patiently to complete this undergraduate thesis. Thank you for guiding.

4. My Beloved Lectures of English Education Department of State Islamic Institute of Metro.

5. The big family at MA Ma'arif NU 5 Sekampung, thanks for helping.

ACKNOWLEDGEMENT
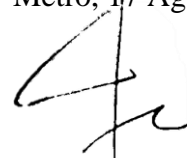
Praise be to Allah, the researcher conveys the presence of Allah SWT, for His taufik and guidance, so that the research can complete the preparation of the thesis entitled " IMPROVING VOCABULARY MASTERY BY USING STORYTELLING FROM THE ELEVENTH GRADE STUDENT'S OF MA MA'ARIF NU 5 SEKAMPUNG" as one of the requirements to complete the undergraduate education (S1) English Education Faculty of Tarbiah and Teacher Training, Metro State Islamic Institute (IAIN) in order to obtain a Bachelor of Education (S.Pd.)

In an effort to complete the composition of this thesis, the research has received a lot of help and guidance from various parties, therefore the research would like to express many thanks to:

1. Prof. Dr. Hj. Siti Nurjannah, M.Ag., PIA as rector of IAIN Metro

2. Dr. Zuhairi, M.Pd. As Dean of FTIK IAIN Metro

3. Mr. Andianto, M.Pd. as Head of the English Education Department

4. Dr. Mahrus Asad, M.Ag. as the advisor valueable knowledge and support in the finishing this a research

5. The Lecturers of the Metro State Islamic Institute (IAIN), who have provided knowledge from inside and outside lectures.

However, the research realizes that the preparation of this thesis has not yet reached perfection. Therefore, the research expects criticism and suggestions from various parties for its perfection. Hopefully this thesis can be useful for researchers themselves and for readers in general.

Metro, 17 Agustus 2022

Lita Nuriya Ningsih
NPM 1901050024

TABLE OF CONTENTS

LIST OF TABLE

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language that is used all over the world however, English plays an important role in the language of communication which is often used as a way of life such as commerce, bilateral relations, science, technology, etc. English is the language center used by people all over the world and often linked then everyone must understand and master the English language to deepen their knowledge, information and technology.

To learn and understand foreign languages vocabulary plays a very important role here are some elements that connect the four English skills of speaking, listening, reading and writing in a foreign language, good communication greatly affects students will get a sufficient number of words and know how to use vocabulary properly and correctly.

According to Richards J. c, vocabulary is a core component of language proficiency and provides much of the basis for how well learner speaks, listen, read and write.[1] Furthemore, Thornburry s, says "that without grammar very little can be conveyed, without v vocabulary nothing can be conveyed"[2]. Vocabulary is a component in the language for the people to free their minds. thoughts or feelings having or knowing enough vocabularies, they will good communication it is

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[1] Richards JC,*Methodology in language teaching An anthology of current practice,* (cambridge University Press, 2002),255
[2] Thornburry S,*How to teach vocabulary*, (England Longman, 2002), 13

impossible to learn a language without vocabulary when students start learning and before students learn more. Regarding the four skills: listening, speaking, reading and writing, the first the side they learned was vocabulary the most important part of English is vocabulary. Which requires four Speaking, reading, writing and listening skills, if students know something about the four skills that students are unable to learn in the process of teaching and learning vocabulary is the most important language in teaching and learning processes and vocabulary also affect learners. The ability to study English, especially in senior high school.

According to Cameron L vocabulary proficiency plays an important role in achieving four languages pre-skills in all four languages it is important to understand vocabulary first. Vocabulary is central to the learning a foreign language at primary level.[3] The more words a person has or knows, the better some people are successful in their language skills because each person's language skills depend on about quantity the quality of the existing vocabulary learning English can be done by using short stories especially with improve vocabulary learning the story encourages hard and it's fun and can create a positive attitude.

Can create imagination fantasy or own they will get moral meaning from it. It creates fun interactions and can help build self-confidence and promotes the socialization of laughter excitement,sadness, and anticipation the descriptive text is very important in this case and there is story. According to Thombuty Scott Storytelling there are things that can be repeated so that students can understand

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[3] Cameron L, *Teaching languages to young learners, (*Cambridge University Press, 2001), 72

the meaning of the words.[4] It emphasis on storytelling to enhance students' vocabulary learning and carried out at the kindergarten the results showed that the use of images as a medium storytelling techniques can enhance students' vocabulary learning on the subject.

The researcher can know the personality traits of the students and Problems that students face in the process of learning a particular vocabulary learning vocabulary based on the researcher's experience in doing Intern MA MA'ARIF NU 5 Sekampung in teaching vocabulary the researchers found several problems at first the students lacked vocabulary because the importance of foreign words is difficult to notice students have difficulty interpreting words secondly students have difficulty interpreting words and their meanings. Therefore, the researcher uses storytelling as a learning method for vocabulary learning students have a list of words they don't understand. Will do of course, the interpretation has to be appropriate for the context of the story students find it in the dictionary, therefore, to use the meaning accordingly text students have several options.

Table1 I.I

The Data Students` Result of Vocabulary at the Elevent grade of MA Maarif

Nu 5 Sekampung

No	Score	Explanation	Frequency	Precentage
1	≥60	Complete	10	28.8%
2	≤60	Incomplete	22	71.2%
Total			32	100%

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[4] Scott Thombuty,*How to Teach Vocabulary*. (United Kingdom,Longman, 2005), 24.

Based on the table above, it can be seen that Minimum Mastery Criteria (MMC) of English subject at the tenth grade of MA Ma'arif Nu 5 Sekampung is 60. From 32 students, there were got 22 students under of the Minimum Mastery Criteria (MMC) that has been set. And its mean that the students` score unsatisfied, 71.2% of students are failed from the test.

The storytelling method is learning that makes it easier for students learn vocabulary interested in learning vocabulary through storytelling because almost all children like fairy tales. Can bring a lot of fun and also give students have the opportunity to remember vocabulary and understand sentences easily and using storytelling in learning can improve vocabulary learning storytelling methods for vocabulary learning at MA Ma'arif Nu 5 Sekampung in English learning process especially to improve vocabulary learning the researcher intends to study student development vocabulary learning using storytelling at MA Ma'arif Nu 5 Sekampung from top background.

B. Problem ldentification

According to the Background of Study above, the researcher classified the problems into four. The problems related to the students, the teacher, the teaching and learning, and the facilities.

Firstly, the problem encountered in the classroom is related to their pronunciation and spelling of words. The students themselves confessed that they still have difficulty in pronouncing and writing words correctly. It is also reinforced by the teacher's statement that mostly students encounter problem in speaking because their pronunciation are awful.

Secondly, the students' ability in acquiring meaning of words is considered low. The students' knowledge about words is limited to knowing their forms and meaning. They said that they are confused about two similar words. They gave examples of words "talk" and "talked". It means that their knowledge related to word families need to be improved. Moreover, their ability related to meaning itself caused worry. They are confused in interpreting word meaning based on the contexts which surround it. For instance, the meaning of word "free" which they were debated about, if it means "costing nothing" or "not controlled", from the utterances stated by one of them.

Thirdly, there are rare occasions for students to practice using the words they have recognized. According to the teachers' statement, the words they have already known will only be used when needed in another occasion, mostly when they move to the other materials. Therefore, it leads to another problem that is their ability in using words appropriately. It is proven when they were doing speaking activities in classroom observation. They express the functions they already learnt but the researcher and collaborator hardy understand what the student's intended to say because of their awful sentence structure. More or less, the problems above are caused by some limitation found related to the teacher.

C. Problem Limitation.

Based on the identification of the problems above, the researcher found many things that had to be solved. However, it was impossible for him to solve all the problems. Therefore, this research is limited to the application of storytelling for the promotion of class XI MA Ma'arif Nu 5 Sekampung.

Collaborators and researchers decided to use short stories to solve problems for several reasons. First, short stories are proven to be useful for increasing one's vocabulary mastery, even though they are still at the memory level. Well, there are some additional activities carried out to overcome them. Third, short stories can also be applied to avoid boredom and increase student motivation.

D. Problem formulation.

The author uses story telling technique as teaching in improving students' vocabulary. This teaching focuses on the problem, as follows: "what storytelling improve the student's vocabulary mastery?

E. Objective and Benifit of Study.

1. Study Objectives.

1. The purpose of this research on the basis is to improving vocabulary mastery by using storytelling from the eleventh grade students of the Ma Ma'arif Nu 5 Sekampung", the academic year 2022/2023.

2. Benefits Of Study

The benefits of this research are:

1. English teacher at MA Ma'arif NU 5 Sekampung

This research can be used as a learning reference for teachers to improve the ability and quality of students in learning English.

2. MA Ma'arif NU 5 Sekampung Students in the village

Students can improve their English vocabulary and develop their interest in learning English.

3. IAIN Metro Lampung English Study Program Students

This research can be a very important resource to be used as a source in the proposal writing process and the learning process as a learning experience with students.

F. Prior Research.

There are several research who have already published their research on the storytelling for speaking and achievement in English. This   research was done by considering the important things 3 prior research.

The firs is written by Bhakti and Marwanto whit the tittle Vocabulary mastery by using storytelling. The aim of the first prior research is to determine of improving vocabulary by storytelling.

The second prior reseach was written by Nuraeningsih, Rusiana whit the tittle improving students' vocabulary mastery through TPR storytelling. The aim of the second research is to determine the of learning vocabulary is to equip the students to be ready to use the language (I speaking). Therefore, here, Total Physical Response Storytelling (TPRS) is to meet with the students' need.

The third prior research was written by Ismawati, Sutarsyah, Ari Nurweni whit the tittle Teaching Vocabulary Using Storytelling. The third of the prior research was

intended to find out whether there was a statistically significant increase of the students' vocabulary achievement after the students were taught through storytelling.

There were some similarities and difference from the prior researches with this research. The first similarity is on the variable of the research which is the use of Self-Talk. And the second similarity is in the method of research which only refers to the second prior research, using Classroom Action Research. For the difference method of the other researches are, used Experimental Research design for the first prior research, then the third prior research used Pretest and Multiple Posttest design.

CHAPTER II

THEORETICAL REVIEW

A. The Concept Of Vocabulary.

1. Definition vocabulary.

It is a linguistic factor in grammar, structure and science a list of words that can be used to create a meaningful language. According to Cameron L, Vocabulary is central to foreign language learning at the elementary level.[5]This is important because it can be used to form words as a basis for a good sentence sequence foundation therefore, students should learn vocabulary. According to Alqahtani M, vocabulary is very important needed to communicate ideas, and express the meaning of speaker[6].

According to Richards JC, vocabulary is a core component of language proficiency and provides much of the basis for how well learner speaks, listen, read, and write.[7] From the above definitions the researcher can conclude that the term is combination of words that can help students understand teaching process and classroom learning by memorizing many words Students can say a lot with words that means. According to Caroline T. Linse, vocabulary is very important for build students' knowledge in the classroom. Vocabulary is the

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[5] Cameron L, *Teaching languages to young learners*,(cambridge University Press, 2001),27.

[6] Alqahtani M, *The importance of vocabulary in language learning and teaching*,(New York:Longman,2015)

[7] Richards JC,*Methodology in language teaching: An anthology of current practice,*(Cambridge University Press, 2003), 225.

9

collection of words that an individual knows.[8] The only words that can easily be featured are nouns.it is it's important to remember that even nouns are important. There are more words more than just nouns, as a teacher, it's important that you include verbs, nouns, and prepositions in your vocabulary course.

Furthermore John Read say, there are two types of vocabulary, they are active and passive vocabulary.[9] While learning new words, people need a lot of practice and context connect to learn well keep the words in your memory and memorize them. When speaking or writing therefore, the two main groups of people's vocabulary are active and passive vocabulary active (effective) vocabulary is used in speech or writing and composes of the words that immediately popped into his mind when he or she had to make spoken or written sentences. Conversely, passive vocabulary (open) known but not used by individuals people will understand it when it is hear or read.

2. Vocabulary Mastery

An interpretation comes that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them. In line with the statement, words are remembered through the three memory systems, Short-term store (STS), working memory, and long-term memory. [10]

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[8] Caroline T. Linse, *Practical Language Teaching: Young Learners (*New York: McGraw-Hill, 2005), 121.

[9] John Read, Assessing Vocabulary,(Cambridge UK: Cambridge University Press, 2000), 145.

[10] Scout Thornbury, (2002). How to Teach Vocabulary: London.

Short-term store (STS) is the brain's capacity to hold a limited number of items of information for periods of time up to a few second. Successful vocabulary learning clearly involves more than simply holding words in mind for few seconds. For words to be integrated into long-term memory they need to be subjected to different kinds of operations.

Focusing on words long enough to perform operations on STS is the function of working memory. Many cognitive tasks such as reasoning, learning and understanding depend on working memory. When learner can hear a word *(like tangi)*, download a similar word from long term memory *(like tango)*, and compare two in working memory before decide if they are the same or different. Material remains in working memory for about twenty second. This capacity is made possible by existence of the articulatory loop, a process of sub vocal repetition, a bit like loop in audio tape going round and round. It enables the short-term store to be refreshed. Having just heard a new word, for example, we can run it by as many times as we need in order to examine it.

Long-term memory can be taught of as a kind of filling system. Unlike working memory which has limited capacity and no permanent contents, long term memory has an enormous capacity, and its contents are durable over time. However, the fact that learners can retain a new vocabulary items the length of a lesson (i.e. beyond the few second's duration of the short-term store) but have forgotten them by the next lesson suggest that long-term memory is not always as long-term as we would wish. The great challenge for language learners is to transform material from the quickly forgotten to never forgotten. Research into

memory suggests that, in order to ensure that material moves into permanent longterm memory, a number of principles need to be observed including repetition, retrieval, spacing, pacing, use, cognitive depth, personal organizing, imaging, mnemonics, motivation, attention, affective depth.

Mastering a word means mastering the aspects of word knowledge. word knowledge include, the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency. Mastering vocabulary does not necessarily only remembering its spoken and written form. In the most basic level, someone is said as long-term as we would wish. The great challenge for language learners is to transform material from the quickly forgotten to never forgotten. Research into memory suggests that, in order to ensure that material moves into permanent long term memory, a number of principles need to be observed including repetition, retrieval, spacing, pacing, use, cognitive depth, personal organizing, imaging, mnemonics, motivation, attention, affective depth.

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Knowing the meaning of a word does not just know its dictionary meaning (or meanings). It also means knowing the words commonly associated with it (collocation) as well as its connotation, including its register and its cultural accretions.[11]

Further, to be able to master vocabulary, one should be able to through the degree of word knowledge. Degrees of knowledge about a word can be represented on a continuum.[12]

3. The Importance of Vocabulary

Emphasizing how fundamental a vocabulary in assigning meaning in a language, without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary gave bigger involvement in conveying meaning of a language than grammar do yet grammar also completely cannot be overlooked.

Moreover, emphasizing the significant of vocabulary to communicate, survival level communication can take place quite intelligibly when people simply string words together-without applying grammatical rules at all. The point is that vocabulary is what gives big influence to the people's communication. We can communicate by using words that are not placed in the proper order, pronounced perfectly, or marked with proper grammatical morphemes, but communication often break down if we do not use the correct word.

In relation to the significance of vocabulary for someone's competencies in speaking a language, vocabulary is a core component of language proficiency

[11] Ibid.
[12] Beck, McKeown, and Omanson, (2007). The Effects and Uses of Diverse Vocabulary instructional Techniques. P.9

and provides much of the basis of how well learners speak, listen, and write.[13] It explains that vocabulary plays a big role in supporting someone's ability in different skills (listening, speaking, reading writing). In relation to reading skill, notes that vocabulary is not that makes text difficult but it is a very important feature affecting readability and is major factor in most readability measures. It is strengthened the perception that vocabulary is one of factors that contribute to the easy reading and understand of a text.

According to Whereas Hatch and Brown used the term of intentional learning and incidental learning for kids of vocabulary learning. The definitional learning, "As being designed, planned for, or intended by teacher or students. While incidental learning as the type of learning that is byproduct of doing or learning something else"[14]

According to Elfrieda H, Hiebert and Michael L Kamil," vocabulary is devided into there are oral vocabulary, print vocabulary, and productive vocabulary". Vocabulary is a set of words that we know meaning when we speak or read only type a vocabulary consisting of those words which we know the meaning when we write or read only, and the resul a vocabulary is a collection of words that an individual can use when writing or speaking they are words that are well-known, familiar, and used frequently[15].

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[13] Richards and Renandya, (2002). Methodology in Language Teaching. Cambridge Univercity Press. P. 225

[14] Hatch & Brown, Vocabulary, Semantics and Languages Education, (Washington: America Educational Research Association, 1995),368 – 369.

[15] Elfrieda H. Hiebert and Michael L. Kamil, Teaching and Learning Vocabulary; Bringing Research to Practice, (London: Lawrence Erlbaum Associates, 2005), 3.

There before, no matter how many words the experts classify, it is part of the linguistic component or linguistic tool of communication, which is used by people to express and express their opinions and ideas, and by writers. In conclusion, the most important thing in learning vocabulary is that the learner has know as many words as possible to increase you in the target language usability.

4. The function of vocabulary.

Before talking about the vocabulary function first of all, we should know its meaning. According to A. S. Hornby, Vocabulary is total number of words which (with rules for combining them) make up a language, or (range of) words known to, or used by, a person, in trade, profession, etc.[16]

The word "use" has a meaning according to the function or advantage, we can do it. Whether from the definition above the terminology used is function or usage the word used in the language means that when we use words, we should know the function or use of our words our vocabulary because it can navigate in understanding the language we learn.

According to Romaine Suzanne, Vocabulary is also at the heart of both the system and its usage language the words we pronounce are written and arranged into sentences and other grammatical combinations words are what common users think they are language for they are accessible and reflected more fully the whole

[16] A. S. Hornby, Oxford Advanced Learner's Dictionary of Current English, Sixth Edition, (London: Oxford University Press, 2000),1959.

culture and respond more quickly to changes in society than do other aspects of language.[17]

5. Problem in Learning Vocabulary.

Learning vocabulary is not easy for students. Building up Furthermore Carter Ronal, "vocabulary is a complicated process, and one that takes a long time".[18] According to Thornbury Scott, here are many problems that students face while learning vocabulary one problem is good known. Students may have difficulty learning vocabulary some factors that often cause these problems are :

1. Pronunciation

   Research shows that words are difficult to pronounce and more difficult to pronounce learn words that can be difficult are often words that have a "sounding" sound unfamiliar with certain groups of students

2. Spelling

   Words with silent letters are particularly problematic, for example listen, respect, foreign, honest, etc.

3. Grammar

   Word-related grammar is also a problem, especially if this different in that it is equivalent to the first language

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[17] Suzanne Romaine, The Cambridge History of the English Language, Vol. IV,(Cambridge: UK, 1998), 57.

[18] Ronald Carter, Vocabulary, Applies Linguistic Perspective Second Edition, (London: Routledge, 1998),184

4. Meaning

When two words overlap in meaning students are often confused. [19]

Learning vocabulary seems to be one of the easiest things to learn a language, but it's also one of the hardest things to do. Because of learning vocabulary not only learns about the meaning of words when learning vocabulary students will learn other aspects of words such as usage pronunciation, grammar, etc. are often difficult let students understand the vocabulary.

7. Techniques In Teaching Vocabulary.

Some of the vocabulary teaching techniques are as follows:

A. Contrast (opposite/antonym).

The teacher can present the meaning of the word empty by on the contrary singing full Cool on the contrary sing with Big hot on the contrary sing with small student will learn more than two words.

B. Explanation

This technique are often better used with intermediate students. Explaining the meaning of a word must include explaining any fact of word use which are relevant. If teachers explain the meaning of 'mate (friend), they need to means that it's a colloquial word utilized in informal contexts which it's more often used for males for females.

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[19] Scott Thornbury, How to Teach Vocabulary, (Middlesex: Longman, Pearson Education, 2002), 27

C. translation

It's a quick and easy way to convey the meaning of a word, but it isn't. No problem, it's not always easy to translate a word next to it, it's going.so that the children school age too easily by depriving them of Interact with words teachers may also find it difficult to apply this style to different ethnic categories because it is difficult. Translate to all desired languages but there are always some words that need to be translated in the technique. If the teacher translates the words they must give an example of the word in context so that students are not easily forgotten

D. Dictionary

Teachers can have students look up words in the dictionary this way Provide training on important cognitive skills using a dictionary.

E. create context

How to teach meanings and abstract words that student create the context or situation can then infer its meaning.

F. word game

Some forms of language that can be used to train and correct a vocabulary did you know the crosswords and scrabble from above? For example, there is a method for teaching similar words antonyms, synonyms, dictionary, translation techniques can be developed by a narrative that can incorporate such techniques into the vocabulary of teaching.

As described above there are many words teaching techniques are to explain and create a context where used to apply storytelling as a learning medium, which can improve students' vocabulary learning.

B. Concept of Storytelling

1. Definition of Storytelling

Storytelling is an activity carried out in language learning. According to Cameron," Storytelling is an oral activity, and story have a form with a design to heard in situation that is included"[20]. Besides that, according to Gere, "Storytelling is an action that use language, and colorful signs to create sequential scenes"[21]. From this understanding it can be concluded that Storytelling is the exchange of ideas and perceptions through words and behavior to connect and understand our lives and other lives. The ability to create a series of events or stories in the listener's mind and Make it easier for learners to remember everything in the story for longer period.

According to Barzaq M," Storytelling is an educational story because it can remembered, and entertained depending on humans, and their experience as a source of authentic, and credible knowledge"[22].The story is defined as stories based on real or imagination events most students use con text. Of learning with both true and fictional stories So the story is a series of events in the novel that are imagined to occur in the life of the story.as well as creating a body of knowledge

[20] Cameron L,*Teaching languages to young learners, (* Cambridge University Press, 2001)

[21] Gere J, *By word of mouth: Storytelling tools for the classroom,(Pasific, Honolulu*,HI: Resources for Education and Learning, 2002).

[22] Barzaq M, *Integrating sequential thinking thought teaching stories in the curriculumcurriculum, (*Action Research: Al-Qattan Center for Educational Research and Development QCERD Gaza, 2009), 15

that is the foundation of memory that Connecting people to the past and the future Students also gain experience and learn from wisdom, belief and judgment in storytelling.

Ellis argues that the vocabulary of the story Provided in a clear context and with illustrations that help convey meaning funny contexts and situations the subject can make it easy for students remember the words

a. Choosing story telling.

Real storybooks are also very motivating for students. Student also can the improve of in study in the learning storytelling In addition storytelling also very improve student in the standard illustrations is high and attractive to academics and plays an important role in learning students helping general understanding and also Select stories for students to teach.

1. A simple well-developed plot centered on a single main sequence of events that children can predict the level of outcomes of Featured events a slightly surprising element, which making children wonder what will happen next

2. Use repetition, rhyme, and catch phrases the child remembers new words easy

3. Use a well-chosen language do not use complex words and using a large number of direct conversations.

2. Teaching storytelling

Furthermore Briggs and Ellish says," determine the mood for storytelling there are appropriate techniques that must be chosen".[23]

This is followed:

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[23] Briggs, and Ellish (1995: 4)

1. Read a story to listen to.

Activities include:

a) Practice reading the story several times before putting it in the students.

b) If followed by tape, use if after introducing the subject, and read by teacher

c) If followed by pictures have the students look before the teacher reads; and tell them what happened Let them speak, perhaps speak

d) Give students enough time to relate what they have heard and seen.

e) Look up to the class and perhaps make eye contact to create privacy and Hare bond

f) Ask questions to check students' understanding.

g) Use face and body in performances, pantomimes and gestures to help Students understand

2. Using digital storytelling.

In the digital storytelling is a new kind of storytelling usually in storytelling stories are written and displayed on paper while being digital. Storytelling using computer programs the story will appear in the video along with sound, image, text and animation.to be more interesting digital Storytelling also covers a wide range of topics, not just classic story the video result can be anything and use stories there are many software digital storytelling has many advantages this way can applied because it supports various learning styles motivate learners Interests, interests, and motivations for the content taught in the classroom.

3. **The Aims Of Storytelling**

According to Ibid,"There are certain objectives in storytelling to teach English language skills".

a) To increase students' confidence in speaking skills

b) To develop solutions

c) To teach narrative structures and practical explanations.

d) To improve pronunciation and intonation

e) To promote interaction and cultural sharing[24]

4. The Benefit of Storytelling.

Furthermore Eck. J. says," There are some benefits that can be drawn from teaching through story telling these benefits are in teaching and learning storytelling".[25]

1. Storytelling enhances the environment and atmosphere in the classroom good stories can relax learners and reduce fear because they are fun and sometimes humorous. A good story can bring a sense of community and be part of learning community better than traditional teaching methods.

2. Storytelling engages students to a degree that many teaching methods do not did the students hear the information? But they are obsessed with the content in depth and a richer level through emotional and personal connections and visual facts.in which emotionally stimulating stories enhance learning

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[24] 22 Ibid.P. 41.
[25] Eck, J. (2006). An Analysis of the Effectiveness of storytelling with Adult Learners in Supervisory Management. University of Wincosin-Stout.

efficiency because of learning Emotional experiences are more easily stored and remembered.

3. Storytelling has many benefits of experiential learning due to its level of engage visuals are stimulated by storytelling that enhances the characters identification thus engages students actively in their learning process. Research has shown that it is better understanding and ability of learners to apply what they have learned to work settings.

C. Action Hypothesis.

A hypothesis is a tentative answer to a research problem that needs to be tested through data collection and analysis. The hypothesis of this Classroom Action Research is to increase student learning outcomes by increasing students' vocabulary through storytelling techniques in class XI MA Ma'arif NU 5 Sekampung.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational Definition Of Variable

According to Philips, Definition of observation variable Assign meaning to a structure or variable by stating the activities or actions needed to measure the structure or variable. Alternatively, an operational definition is the definition of the researcher's activities to measure variables or to manage variables.[26] Based on the explanation above, it can be said that the definition is explanation more than an operational object of research.

Moreover, Jean says this research uses Classroom Action Research. Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning.[27]

In this study, Classroom Action Research will conducted by the researcher in the learning process in the classroom to improve student learning outcomes by improving students' writing skills through project-based learning at MA Ma'arif NU 5 Sekampung grade eleven which will be observed by the English teacher. Variable that investigated in this study are as follows:

1. Independent Variable

Independent variables are defined as those the values of which influence other variables.[28] Based on the understanding of the independent

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[26] D.C Philips," Operational Definition in Educational Reasech," *Australian Journal of Education*, no.12 (1968): 311-323.

[27] Jean McNiff dan P. Lomax & J. Whitehead, (New York: You and your action research project, 1996)

variable, the independent variable in this study uses the demonstration method. The steps taken are as follows:

  a. Arrange the seats properly.

  b. Make goals that must be achieved by students.

  c. What tasks should be done by student

  d. Start the demonstration with activities or project pushes.

  e. Creating a comfortable atmosphere

  f.Provide opportunities for students to be active.

The definition above explains that the independent variable in Research uses demonstration methods in the learning process to achieve learning objectives.

2. Dependent Variable

Dependent variables are defined as those the values of which are influenced by other variables.[29] Based on the understanding of the dependent variable, the dependent variable in this study is the result of student learning. So the aspects that can be seen are as follows:

a. Changes in knowledge, and student behavior after carrying out learning.

b. Quality and quantity of mastery of student goals

c. Number of students who can achieve the goal minimum 75%

d. Long-lasting learning outcomes are remembered and can be used as basis for studying further reasoning.

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[28] Chittaranjan Andrade, "A Student's Guide to the Classification and Operationalization of Variables in the Conceptualization and Design of a Clinical Study", *Indian Journal of Psycological Medicine*, 2021: 1

[29] *Ibid 1*

The aspects that have been mentioned above serve as an illustration how successful students are in learning. Results learning that has been further researched is intellectual skills or cognitive. Learning outcomes are when there is a change in behavior in students as a result of the learning experience gained of activities.

B. Research Location.

This research was conducted by researchers in class XI MA Ma'arif NU Sekampung. This class consists of 32 students. Seventeen (17) female students and sixteen (16) male students. The reason the researcher chose the class was because the class had an average score below the average in the minimum completeness criteria (KKM). The problem faced by students is the difficulty in identifying and understanding the text this research was conducted at MA Ma'arif NU Sekampung. Address Jln campus Ma'arif Sumbergede 56 A, kec. Village, district. East Lampung, Lampung Province. This research was conducted on August 3rd

C. Subject and Object of Study.

There are ten classes in class XI. In the this research is a class XI MA Ma'arif Nu 5 Sekampung the object of this research is to increase the vocabulary of class XI MA Ma'arif Nu 5 Sekampung students.

D. Action Plan.

According to Burns A. says, "This research uses Classroom Action Research. This research is the model proposed by Kemmis and McTaggart"[30]. Research steps based on in the following graph:
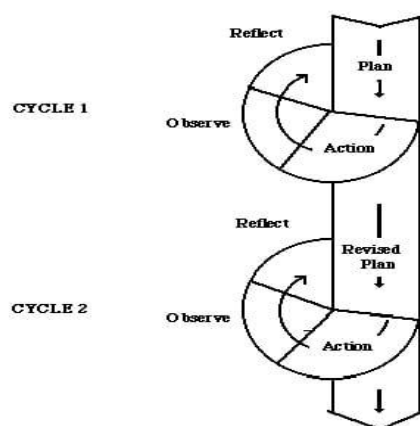
Figure 2: The steps of action research.

However, before proceeding with the action research cycle, the investigator conducted a reconnaissance procedure to determine the focus of the research. These issues are monitored in the field through observing the teaching and learning processes. Interviews with teachers and students, and many more conversation with teacher.

Vocabulary mastery is a number of terms in a language that consists of Information about its meaning, form, and usage in a communicative context the necessary knowledge that students should master before learning English. Knowing that learning English words cannot be accomplished without English language skills because both are very important in the process of teaching English students cannot understand best without a large vocabulary for the story and the

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[30] Burns A, Doing Action Research in English Language Teaching (New York: A Guide for Practitioners, 2010), 8

questions involve a wider variety of vocabulary than everyday words. Conversation using method storytelling to increase vocabulary is very effective because in there is a repetition of the repetition of short, meaningful words learners can understand.' at first, students are very happy when they learn English with short stories because students want to know about this subject help students learn more if they are active.

This research process was carried out by two cycles each cycle consists of 4 steps: planning, execution, observation, and reflection.

Before the round I started diagnostic test for students to know learning student vocabulary in English lessons.

1. Cycle I

a. Planning

  In this step, the researcher prepared what that was teach.

  1) Research prepare to

  2) Lesson plan

  3) Instructional material

  4) Observation sheet

  5) Research instrument

b. Action

  1) Researchers prepare learning

  2) The researcher introduced himself to the students.

  3) The researcher recommends the topic.

  4) The researcher begins by explaining what storytelling is.

5) The researcher explains the vocabulary learning.

6) The researcher invites students to read the storytelling.

7) The researchers asked the students if they had any words that they said cannot derstood, and researchers cannot still measure that vocabulary that students know.

8) The researcher also explains about verbs and nouns.

9) The researcher has the students look up verbs and nouns in the story.

10) The researchers draw conclusions about the material.

c. Observation

The researchers observed student activities in each meeting in order to so that the researchers can measure the ability of the student results this observation was entered into the observation sheet. The researchers also wanted to know if storytelling could be improve vocabulary to learn.

d. Reflection

At this stage, the researcher analyzes the weaknesses that are being studied obtained by observing the cycle to determine what to do in the next cycle and to check whether the results of the cycle are satisfactory or not after the researchers analyzed these weaknesses the researcher is looking for the solution to the problem and weaknesses of the researcher should be done in the next step.

2. Cycle II

There are several aims of cycle II, such as to deal with weaknesses in round 1 to give students more opportunities Improve students' vocabulary learning using storytelling.

a. New Planning

    1) Identify the problem from circuit I.

    2) Design a lesson plan for the second round.

    3) Round ll observation design pattern.

b. Action

    1) The researcher applied the lesson plan of the ll circuit.

    2) The researcher guides students in the teaching and learning process.

c. Observation

    In this case, the research will observe the teaching process and learning using the observational model to collect data in Round ll.

d. Reflection

    1) Analyze the data from the second round of observation.

    2) Researchers and teachers discuss the effects of round II Observation

    3) Conclusion from Round ll.

E. Data collecting techniques.

1. Test

    To get the data, the writer will precede the test that consist of pre-test and post-test. The function of pre-test is to know how far the vocabulary mastery of the students before storytelling. And the function of post-test is to know the improving of vocabulary mastery after storytelling.

2. Classroom observation.

Classroom observations were performed prior to the operation to obtain information about English students and teachers during the classroom English instruction process. In addition, we conducted classroom observations during action research to observe and monitor students' attitudes when observing English in the classroom by implementing projects in the learning process in improving students' vocabulary.

 3. Documentation.

Documentation is the technique used to formation from a written source or document. Research use document extracted from school data, such as student's and school conditions.

F. Data Analysis Technique.

Data analysis was carried out by taking the average pretest and posttest scores. To find out the students score after the research is done, a test is give in cycle 1 and 2.

The Formula:

Where: $X = \frac{\Sigma X}{\Sigma N}$

X   = mean of average score

ΣN = the total number of respondent

ΣX = the number of student

Complete student data analysis (who score $\geq$ 75). To calculate the percentage of student who scored $\leq$75, use formula.

Description :

$$P = \dfrac{\sum xnn}{1} \text{ X } 100\ \%$$

P = Presentase

$\sum x$ = Amount of all scores

N = Amount of data

G. **The Indicator Of Success**.

The indicator of success takes based from the process and result of the action research. This research declared successful if 75% of the students get score equal to or more than the Minimum Mastery Criteria (70) in their vocabulary mastery and learning activities.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of the Research

  1. Description of Research Location

In this chapter, the researcher would like to present the research results. It presents research results and discussions which have been accomplished by researchers at MA MA'ARIF NU 5 SEKAMPUNG, especially for the eleventh graders.

This research was conducted at MA MA'ARIF NU 05 Sekampung. The school is an Islamic based school, the vision of this school is create the school that has good quality, good attitude and good achievement. This school mission include: First, doing religious values and good attitude every day. Second, build spirit of achievement for all school member, Third, create students' discipline and responsibility. Last, create healty environent. This school has been accredited A. whit a total 67 teacher and staff and 678 students.

  2. Description of Research

In this research, the researcher is as an English teacher and Mrs. Septri Ratnasari, S.Pd.I is as the collaborator managed the researcher in two cycles and each cycle consists of planning, acting, observing and reflecting.

a. Cycle 1

Before applying the story telling in vocabulary learning, the administered pre-test was mediated to determine students' vocabulary by giving task to answer the test about narrative text and used by the researcher as a score comparison with the post-test. Students must make a picture and describe it. The results of the pre-test could be seen on the table below:

Table 1.2

The Result of The Pre Test of Students' Vocabulary Mastery the Eleventh

Grade of MA Ma'arif NU 5 Sekampung

No	Name of Students	Grade	Criteria
1	ATW	65	Incomplete
2	AE	65	Incomplete
3	ASR	67	Incomplete
4	AM	66	Incomplete
5	AIL	65	Incomplete
6	AOM	70	Incomplete
7	BA	68	Incomplete
8	CBW	66	Incomplete
9	CMP	70	Incomplete
10	CP	66	Incomplete
11	ETM	70	Incomplete
12	FA	76	Complete
13	FA	69	Incomplete
14	FL	64	Incomplete
15	FAW	64	Incomplete
16	GH	65	Incomplete
17	HKM	65	Incomplete

No	Name of Students	Grade	Criteria
18	HNA	62	Incomplete
19	ID	67	Incomplete
20	KH	62	Incomplete
21	MDO	77	Complete
22	MF	78	Complete
23	MKM	62	Incomplete
24	NFN	78	Complete
25	NMA	64	Incomplete
26	NM	69	Incomplete
27	RFM	65	Incomplete
28	RS	79	Complete
29	RM	68	Incomplete
30	TK	68	Incomplete
31	FSR	64	Incomplete
32	RGP	67	Incomplete
	Total Score	2.171	
	Average	68	
	Highest Score	79	
	Lowest Score	62	

Table 1.3

The Percentage Pre-Test Result of Students' Vocabulary Mastery the

Eleventh Grade of MA Ma'arif NU 5 Sekampung

No	Grade	Frequency	Percentage	Criteria
1	≥75	5	16%	Complete
2	< 75	27	84 %	Incomplete
Total of The Students		32	100%	

Based on the table above, it was analyzed that there were 5 students (16%) who got a minimum score and 27 students (84%).
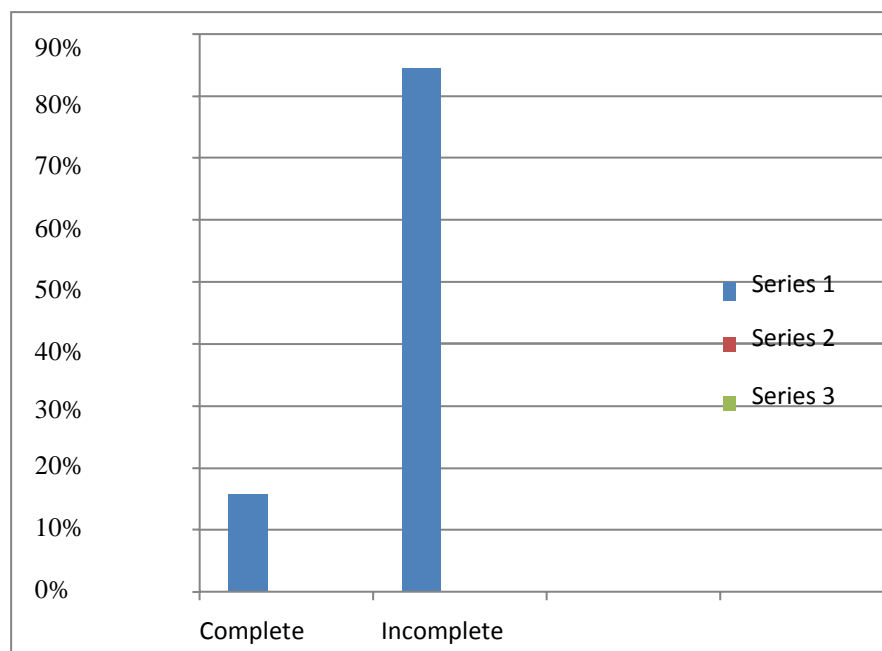
Figure 6

Graph of Students Result of Pre-Test

Based on the cases above, the researcher using storytelling as the solution.

1. Planning

The first meeting was held on Friday, May 5 2023. It started with greetings, praying, checking the attendance list, and introducing the researcher as a teacher for students. On that day, the researcher took the students' pre-test scores. Based on the results of the pre-test scores, the researcher has identified and found problems after taking the students' pretest scores. Researchers and collaborators prepared several things related to the teaching and learning process such as English lesson plans, materials, vocabulary tests, observation sheets containing

lists of student names and activities, and evaluation for the second meeting.

2. Acting

The second meeting was the treatment which was held on Saturday, May 6 2023 as well as the post-test cycle I. In its implementation, the researcher was the English teacher and Mrs. Septri Ratnasari, S.Pd.I was the collaborator. The researcher started the meeting by greeting, checking the attendance list and asking about the students' condition. The researcher provides materials and treatment assignments. At the beginning of the learning process, the researcher gave question student.

Furthermore, the researcher gave a post-test cycle I to students to answer about narrative texts. In the post-test cycle I, only 10 students got good marks, but the student results were better than the students' pre-test before being given question . In this session the researcher obtained the post-test results of student I in cycle I. The results can be seen as follows:

Table 1.4

The Result of The Post-Test Cycle I Students Vocabulary Mastery the Eleventh Grade of MA Ma'arif NU 5 Sekampung

No	Name of Students	Grade	Criteria
1	ATW	71	Incomplete
2	AE	71	Incomplete

No	Name of Students	Grade	Criteria
3	ASR	77	Complete
4	AM	78	Complete
5	AIL	72	Incomplete
6	AOM	72	Incomplete
7	BA	80	Complete
8	CBW	65	Incomplete
9	CMP	73	Incomplete
10	CP	72	Incomplete
11	ETM	72	Incomplete
12	FA	85	Complete
13	FA	74	Incomplete
14	FL	69	Incomplete
15	FAW	79	Complete
16	GH	70	Incomplete
17	HKM	70	Incomplete
18	HNA	71	Incomplete
19	ID	73	Incomplete
20	KH	72	Incomplete
21	MDO	84	Complete
22	MF	85	Complete
23	MKM	72	Incomplete
24	NFN	80	Complete
25	NMA	73	Incomplete
26	NM	71	Incomplete
27	RFM	73	Incomplete
28	RS	79	Complete
29	RM	77	Complete
30	TK	72	Incomplete
31	FSR	72	Incomplete

No	Name of Students	Grade	Criteria
32	RGP	74	Incomplete
	Total Score	**2.378**	
	Average	**74**	
	Highest Score	**85**	
	Lowest Score	**65**	

Based on the table above, there were 10 students got ≥ 75 and 22 students got < 75. The following was the table of students' score grade of post-test cycle I:

Table 1.5

The Percentage Post-Test Cycle 1 Result of Students Vocabulary Mastery the Eleventh Grade of MA Ma'arif NU 5 Sekampung

No	Grade	Frequency	Percentage	Criteria
1.	≥75	10 Students	31 %	Complete
2.	<75	22 Students	69 %	Incomplete
Total of The Students		32 Students	100 %	

From the table above, it was analyzed that the students' average score was 74. The highest score was 85 and the lowest score was 65. Based on the Minimum Mastery Criteria (MMC), there were 10 students on post-test cycle I got score ≥ 75 and 22 students got score < 75. It means that incycle I the students' attainment could improve enough, but it was not successful yet.
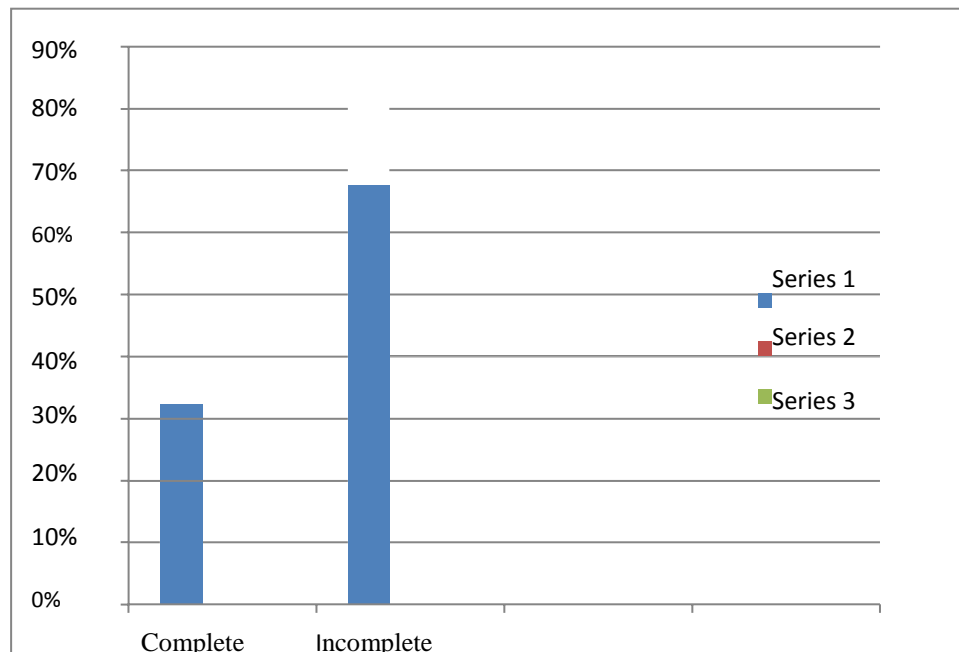
Graph of Students Result of Post-Test Cycle 1

3. **Observing**

In observing the actions of researchers, collaborators observe student activities. Researchers as teachers provide material about vocabulary mastery by using storytelling. While the meeting, the students practiced writing during the learning interaction and were also seen by observers. Students who are active in class will get points by checking them on the observation sheets for meeting 1 and meeting 2. The results of student learning exercises can be seen as follow

Table 1.6
The Students' Learning Activities Observation in Cycle 1

No	Students Name	The aspects that are ovserved				
		Paying attention on the teacher's explanation	Asking and answering the questions	Being Active in Whole Activeness	Being able to do the task	Following Teacher's Instruction
1.	ATW	√			√	√
2.	AE	√	√	√	√	√
3.	ASR	√	√	√	√	√
4.	AM	√	√	√	√	√
5.	AIL	√			√	√
6.	AOM	√	√	√	√	√
7.	BA	√			√	√
8.	CBW				√	√
9.	CMP					
10.	CP				√	√
11.	ETM	√	√	√	√	√
12.	FA	√	√	√	√	√
13.	FA	√		√		√
14.	FL	√	√	√		
15.	FAW	√			√	√
16.	GH				√	√
17.	HKM				√	√
18.	HNA			√	√	√
19.	ID	√	√	√		√
20.	KH	√		√	√	√
21.	MDO	√	√		√	√
22.	MF	√	√		√	√
23.	MKM			√	√	
24.	NFN			√		√
25.	NMA			√	√	√

No	Students Name	The aspects that are ovserved				
		Paying attention on the teacher's explanation	Asking and answering the questions	Being Active in Whole Activeness	Being able to do the task	Following Teacher's Instruction
26.	NM	√	√		√	√
27.	RFM	√	√		√	√
28.	RS	√		√	√	√
29.	RM	√	√		√	√
30.	TK	√			√	√
31.	FSR		√		√	
32.	RGP	√				
	TOTAL	**22**	**14**	**15**	**26**	**27**

Note :

- Tick (√) for each positive activity

- Percentage of student's activities

1. The students pay attention of teacher's explanation= 69%

2. The students ask and answer question= 44%

3. The students are active in class= 47%

4. The students are able to do the task= 81%

5. The students follow teacher's instruction= 84%

4. Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the Minimum Mastery Criteria (MMC). It was analyzed based on the result of pre-test and post-test I score. Moreover, most of the students' score had improved although the condition of learning process was uncontrolled enough.

From the results of observations in cycle I found several problems as follows:

a. There were some students who were not enthusiastic or did not want to listen to the teacher's explanation

b. Some students did not ask and answer the teacher's questions.

Based on the reflection results in cycle I, there are several suggestions that need to be improved in cycle II, including:

a. The teacher gives more interesting examples and questions so that students are excited to answer.

b. The teachers give rewards to students who are active and achievers.

Furthermore, the result of the learning result of cycle I before and after doing the treatment could be analyzed in the following table:

Table 1.7

The Score of The Pre- test and Post Test Cycle I Students Vocabulary

Mastery the Eleventh Grade of MA Ma'arif NU 5 Sekampung.

No	Name of Students	Pre-test Score	Post-test Cycle 1 Score	Deviation	Explanation
1.	ATW	65	71	6	Improved
2.	AE	65	71	6	Improved
3.	ASR	67	77	10	Improved
4.	AM	66	78	12	Improved
5.	AIL	65	72	7	Improved
6.	AOM	70	72	2	Improved
7.	BA	68	80	12	Improved
8.	CBW	66	69	3	Improved
9.	CMP	70	73	3	Improved
10.	CP	66	72	6	Improved
11.	ETM	70	72	2	Improved
12.	FA	76	85	9	Improved
13.	FA	69	74	5	Improved
14.	FL	64	69	4	Improved
15.	FAW	64	79	15	Improved
16.	GH	65	70	5	Improved
17.	HKM	65	70	5	Improved
18.	HNA	62	71	9	Improved
19.	ID	67	73	6	Improved
20.	KH	62	72	10	Improved
21.	MDO	77	84	7	Improved
22.	MF	78	85	7	Improved
23.	MKM	62	72	10	Improved
24.	NFN	78	80	2	Improved

No	Name of Students	Pre-test Score	Post-test Cycle 1 Score	Deviation	Explanation
25.	NMA	64	73	9	Improved
26.	NM	69	71	2	Improved
27.	RFM	65	73	8	Improved
28.	RS	79	79	-	Constant
29.	RM	68	77	9	Improved
30.	TK	68	72	4	Improved
31.	FSR	64	72	8	Improved
32.	RGP	67	74	7	Improved
	Total Score	**2.171**	**2.378**		
	Average	**68**	**74**		

In this research, the pre-test and post-test cycle I had been. This aims to determine the ability of students before and after being given question. From the results of the pre-test and post-test cycle I it is known that there is improve in the value of student learning outcomes. This can be seen from the average pretest score of 68 and post-test cycle I of 74. Although there was an increase in student learning outcomes, cycle I was not successful because only 10 students (31%) passed. post-test cycle I. It can be concluded that cycle I has not been successful because the indicators of success have not been achieved and the researcher must revise the teaching and learning process in the next cycle. Therefore, this research will be continued in the next cycle.

b. Cycle II

The cycle II was with cycle I. It is divided into planning, action, observation, and reflection. Further explained as follows:

1. Planning

In this step, the researcher continues the next lesson plan. Based on the students' results in cycle I, the researcher concluded that the problem was the students' vocabulary mastery. Researchers plan to give question for learning in cycle II.

2. Acting

The description of the teaching and learning process in cycle II is no different from the previous cycle. In each step, the researcher tries to make the students better in their performance. The implementation of this storytelling was carried out in two meetings namely; answer in the narrative text post-test II.

The first meeting in cycle II was held on Friday, 12 May 2023. It started with greetings, praying, and checking the attendance list. Researchers as teachers deliver material about Vocabulary. At the beginning of the learning process, the researcher gave examples of narative text to show students.

After being given the treatment process in cycle I and cycle II, the researcher held a post-test II on Saturday, May 13 2023. The results of the post-test II can be seen in the table below:

Table 1.8

The Result of The Post-Test Cycle Il Students Vocabulary Mastery the

Eleventh Grade of MA Ma'arif NU 5 Sekampung

No	Name of Students	Grade	Criteria
1	ATW	81	Complete
2	AE	72	Incomplete
3	ASR	86	Complete
4	AM	85	Complete
5	AIL	72	Incomplete
6	AOM	80	Complete
7	BA	88	Complete
8	CBW	79	Complete
9	CMP	74	Incomplete
10	CP	78	Complete
11	ETM	74	Incomplete
12	FA	90	Complete
13	FA	74	Incomplete
14	FL	78	Complete
15	FAW	87	Complete
16	GH	71	Incomplete
17	HKM	80	Complete
18	HNA	80	Complete
19	ID	81	Complete
20	KH	72	Incomplete
21	MDO	87	Complete
22	MF	86	Complete
23	MKM	74	Incomplete
24	NFN	87	Complete
25	NMA	78	Incomplete

No	Name of Students	Grade	Criteria
26	NM	80	Complete
27	RFM	81	Complete
28	RS	89	Complete
29	RM	85	Complete
30	TK	80	Incomplete
31	FSR	76	Complete
32	RGP	79	Complete
	Total Score	2.564	
	Average	80	
	Highest Score	90	
	Lowest Score	71	

Based on the table below, there were 24 students got ≥ 75 and 8 students got < 75. The following was the table of students' grade of post-test II:

Table 1.9

The Percentage Post-Test Cycle 1I Result of Students Vocabulary Mastery the Eleventh Grade of MA Ma'arif NU 5 Sekampung

No	Grade	Frequency	Percentage	Criteria
1.	≥75	24 Students	75 %	Complete
2.	<75	8 Students	25 %	Incomplete
Total of The Students		32 Students	100 %	

Based on the table above, it was known that the students' average score in post-test II was 80. The highest score was 90 and

the lowest score was 71. Most of students could improve. It means

that cycle II succeeded.
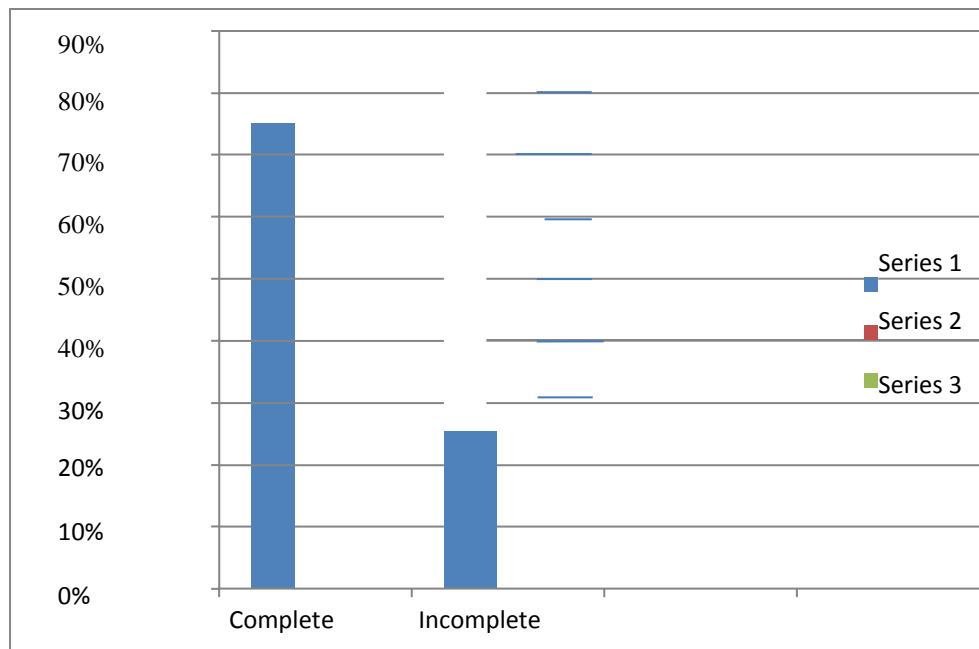
Figure 9
Graph of Students Result of Post-Test Cycle II

3. Observing

In this step the researcher presented material about vocabulary mastery by using storytelling. Based on the research results in cycle II, it can be concluded that cycle II was successful. There are > 75% students passed the exam. This means that students' vocabulary have increased.

Based on the results of the observation sheet in cycle II, the researchers showed that the learning interactions in cycle II were successful. Students are more active in learning activities, more eager to memorize vocabulary in storytelling. Value of the results of observations of student learning activities, as follows:

Table 1.10
The Students' Learning Activities Observation in Cycle 1I

No	Students Name	The aspects that are ovserved				
		Paying attention on the teacher's explanation	Asking and answering the questions	Being Active in Whole Activeness	Being able to do the task	Following Teacher's Instruction
1.	ATW	√			√	√
2.	AE	√	√	√	√	√
3.	ASR	√	√	√	√	√
4.	AM	√	√	√	√	√
5.	AIL	√			√	√
6.	AOM	√	√	√	√	√
7.	BA	√	√	√	√	√
8.	CBW			√	√	√
9.	CMP		√	√	√	√
10.	CP				√	√
11.	ETM	√	√	√	√	√
12.	FA	√	√	√	√	√
13.	FA	√		√	√	√
14.	FL	√	√	√	√	√
15.	FAW	√		√	√	√
16.	GH			√	√	√
17.	HKM		√	√	√	√
18.	HNA		√	√	√	√
19.	ID	√	√	√	√	√
20.	KH	√		√	√	√
21.	MDO	√	√	√	√	√
22.	MF	√	√	√	√	√
23.	MKM		√	√	√	√
24.	NFN		√	√	√	√
25.	NMA		√	√	√	√

No	Students Name	The aspects that are ovserved				
		Paying attention on the teacher's explanation	Asking and answering the questions	Being Active in Whole Activeness	Being able to do the task	Following Teacher's Instruction
26.	NM	√	√	√	√	√
27.	RFM	√	√	√	√	√
28.	RS	√	√	√	√	√
29.	RM	√	√	√	√	√
30.	TK	√	√	√	√	√
31.	FSR		√	√	√	√
32.	RGP	√			√	√
TOTAL		**22**	**23**	**28**	**32**	**32**

Note :

- Tick (√) for each positive activity

- Percentage of student's activities

    1. The students pay attention of teacher's explanation= 69%

    2. The students ask and answer question= 72%

    3. The students are active in class= 87%

    4. The students are able to do the task= 100%

    5. The students follow teacher's instruction= 100%

From the result above, the researcher conclude that this research was successful and would be not continued in the next cycle. The students score of from post-test I to post-test II could be seen on the table below:

Table 1.13
The Score of The Post Test Cycle 1 and Post Test Cycle II Students'
Vocabulary Mastery the Eleventh Grade of MA Ma'arif NU 5 Sekampung

No	Name of Students	Post-test Cycle I Score	Post-test Cycle I1 Score	Deviation	Explanation
1.	ATW	71	81	10	Improved
2.	AE	71	72	1	Improved
3.	ASR	77	86	9	Improved
4.	AM	78	85	7	Improved
5.	AIL	72	72	-	Constant
6.	AOM	72	80	8	Improved
7.	BA	80	88	8	Improved
8.	CBW	69	79	10	Improved
9.	CMP	73	74	1	Improved
10.	CP	72	78	6	Improved
11.	ETM	72	74	2	Improved
12.	FA	85	90	5	Improved
13.	FA	74	74	-	Constant
14.	FL	69	78	9	Improved
15.	FAW	79	87	8	Improved
16.	GH	70	71	1	Improved
17.	HKM	70	80	10	Improved
18.	HNA	71	80	9	Improved
19.	ID	73	81	8	Improved
20.	KH	72	72	-	Constant
21.	MDO	84	87	3	Improved
22.	MF	85	86	1	Improved
23.	MKM	72	74	2	Improved
24.	NFN	80	87	7	Improved
25.	NMA	73	78	5	Improved
26.	NM	71	80	9	Improved
27.	RFM	73	81	8	Improved
28.	RS	79	89	10	Improved
29.	RM	77	85	8	Improved
30.	TK	72	80	8	Improved
31.	FSR	72	76	4	Improved
32.	RGP	74	79	5	Improved
	Total Score	**2.378**	**2.564**		
	Average	**74**	**80**		

Based on the table above, the use of storytelling can improve students' vocabulary because there is an increase from the average post-test I of 74 to 80 in post-test II. In cycle II most students can develop their performance. This means cycle II was successful.

4. Reflecting

Based on the results of the post-test II, the percentage of students' vocabulary (75%) achieved a success indicator of 75%. In cycle II most students can develop their performance. This means cycle II was successful.

Table 1.12
The Comparison of Students' Grades that Achieving Minimum Mastery
Criteria (MMC)

No	Test	Frequency	Precentage
1.	Pre-Test	5	16%
2.	Post-Test Cycle 1	10	31%
3.	Post-Test Cycle II	24	75%

Therefore, the researcher concluded that the research was successful because the indicator of successful had been achieved in this cycle. It means that it would be stop in this cycle.

B. Discussion

In this section, the researcher provides the analysis of the findings obtained in the first and second cycles. This part is aimed to give explanation on how the storytelling can improve students vocabulary.

In this case, the number of students who were able to achieve MMC in speaking skills was 32 students from post-test II results or 75% of students completed MMC. Consequently, storytelling can improve students' vocabulary. The average value of progress from the pre-test is 68, post-test I is 74 and becomes 80 in post-test II. It can be seen that there was an increase in the average score and the number of students who passed the pre-test, post-test I and post-test II.

In addition, visible progress in terms of learning activities shows that students are progressing in terms of student attention pay attention of teacher explanations (69%), the students ask and answer questions (72%), the students are active in class (87%), the students are able to do task (100%) and the students follow the teacher's instructions (100%).

Furthermore, this research supported previous studies that improving students' vocabulary by using storytelling was found to be very helpful and effective for teaching vocabulary. In addition, storytelling can also be applied in all subjects but depends on the level and needs of students. It can be summed up that using storytelling is effective for improving students' vocabulary, especially students of class XI MA Ma'arif NU 5 Sekampung.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, three aspects are presented. They are conclusions and suggestions. Each point is described as follows:

A. Conclusion

This research is an action research. It was conducted in class XI IPS 2 MA Ma'arif Nu 5 Sekampung it was held from 22 April 2023 to 5 May 2023 the participants involved in this study were the research herself, the research partners as the first collaborators English teachers as the second collaborators, and students of class XI IPS 2.

The data obtained from this study are in the form of qualitative data and quantitative data related to the use of storytelling learning techniques to improve students' vocabulary in narrative texts based on the results of data analysis in this study, it shows that the use of storytelling-based learning is very successful in improving students' vocabulary. The detailed discussion of the conclusions is given below:

1. The implementation of learning storytelling techniques in the teaching and learning process of English vocabulary successful in improve students' vocabulary.

   The qualitative and quantitative data showed that the students' vocabulary improve in terms of grammar and vocabulary.

2. The student motivation during the process of teaching and learning English improved when they deal with vocabulary development. Their attitudes and behavior towards their vocabulary lessons look enthusiastic in vocabulary and are not afraid to say words.

3. The use of teaching aids and various interesting activities for students so that it driver students' attention to the lesson students can do their best in activities in their class. The actively involved in every activity during this teaching and learning process helps students to understand the meaning of language and its constructions more.

4. The students are often given feedback during the implementation of the learning technique where the researcher supervises and monitors them during the lesson. In addition, students also share ideas and opinions with other friends. This situation produces peer-feedback among students that students are also given feedback on the vocabulary they learn. It can also help them gain a better understanding of new vocabulary.

5. The implementation of learning storytelling in the classroom also brings some drawbacks and takes too much time from the facts presented above it can be concluded that the research conducted on the use of storytelling learning techniques to improve the vocabulary of class XI MA Ma'arif Nu 5 Sekampung students was successful.

B. Suggestion

After covering the conclusions and implications, some suggestions are proposed to English teachers, students, further research on this subject is presented as follows:

1. To the teacher

a) Teachers must be aware of students' needs in mastering vocabulary because vocabulary will be very prominent for students in the future.

b) Teachers should provide opportunities for students to practice their vocabulary because students learn best when they experience the language themselves.

c) Teachers need to consider providing feedback to students. Feedback is very important for the development of student learning, teachers should often provide feedback to students.

d) Teachers must impart knowledge to students by providing complete explanations and information about the subjects they are study.

e) It would be better for teachers to apply the use of storytelling learning techniques to improve the teaching and learning process.

2. To The Students

a) Although the findings of the research show that the students' vocabulary had improved, particularly in the aspects of speaking it does not mean that their vocabulary have been sufficient they still need to learn more about English vocabulary to enhance their vocabulary.

b) The students must have more practices on vocabulary inside or outside the school frequently to develop their vocabulary.

c) The students need to be active and confident in the classroom so that when they find any difficulties during the teaching and learning process, they can get clear explanation about the lesson.

3. To The Next Researcher

a) The next researcher can use this study as the basis of conducting the research on storytelling learning to investigate its use to improve the teaching and learning process and to enrich the literature in the use of storytelling.

b) The researcher can employ the use of storytelling learning with different kinds of activities in the classroom which match better with the students' preferences and needs.

c) The researcher needs to be careful before implementing the storytelling learning in the classroom as it needs thorough preparation such as designing the storytelling arranging the materials, choosing the topic and the media, as well as planning for the time allocation and classroom management.

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APPENDICES

The formation of the teacher and official employees

No	Subject	Staff	
		Needed	Valiable
1.	Physics		1
2.	Chemist		1
3.	Civic Education		1
4.	Biology		4
5.	Geography		3
6.	English Language		4
7.	Indonesian Language		6
8.	Economy		2
9.	Conseling		2
10.	Arabic Language		2
11.	Alquran Hadits		2
12.	Indonesian History		2
13.	Fiqh		2
14.	Ushul Fiqh		1
15.	Aswaja		1
16.	Physical Education		3
17.	Math		5
18.	Enterpreneurship		3
19.	History of Islam		2
20.	Art and Culture		2
21.	Sociology		2

The Students' Quantity

NO	Class	Gender		Total
		Male	**Female**	
1.	X	128	131	259
2.	XI	105	109	214
3.	XII	87	118	205
	Total	320	358	678

The Building

No	Names of Building	Sum
1.	Mosque	1
2.	Library	1
3.	Warehouse	3
4.	Teacher Room	2
5.	Teacher Toilet	2
6.	Students Toilet	8
7.	Headmaster Room	1
8.	Skill Room	1
9.	Labolatory Room	1
10.	Science Room	1
11.	Biology Room	1
12.	Computer Room	1
13.	Islamic Boarding School	1
14.	Administration Room	1
15.	School Medical Room	1
16.	Canteen	1
17.	Teacher Parking Area	1
18.	Students Parking Area	1
19.	Classroom	15
20.	Sport Yard	1

Lesson Plan Cycle 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA Ma'arif Nu 5 Sekampung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Ganjil

Materi Pokok : Narrative Text

Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti

➢ KI-1 dan KI-2 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, peduli (gotong royong, kerjasama, toleran,damai), bertanggung jawab, responsif dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa negara, kawasan regional dan kawasan internasional.

➢ KI-3 : Memahami, menerapkan dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif 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 procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

➢ KI-4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kopetensi	Indikator
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menceritakan cerita dan menghafalkan kosa kata yang ada	➢ Mengidentifikasi situasi yang memunculkan pertanyaan tentang kosa kata yang sulit dari teks menceritakan cerita. ➢ Memahami isi dari teks bacaan menceritakan cerita.

C. Tujuan Pembelajaran Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

➢ Mengidentifikasi situasi yang memunculkan pertanyaan yang terkait dengan materi Story Telling
➢ Memahami teks yang diberikan dari Story Telling

    D. Materi Pembelajaran

       ❖ Fungsi Sosial
         - Menjaga hubungan interpersonal dengan guru, teman dan orang lain.
       ❖ Struktur Teks
         - Memulai
         - Menanggapi (diharapkan/di luar dugaan)
       ❖ Unsur Kebahasaan
         - Ungkapan menceritakan cerita yang terkait dalam teks yang diberikan
         - Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan
       ❖ Topik
         - Situasi yang memungkinkan munculnya pernyataan tentang menceritakan cerita yang dapat menumbuhkan perilaku yang termuat di KI.

    E. Metode Pembelajaran
    a) Pendekatan : Saintifik
    b) Model Pembelajaran : Discovery Learning
    c) Metode : Menceritakan cerita, tanya jawab, diskusi dan kesimpulan

F. Media/Alat Pembelajaran

❖ Media :Teks Bacaan (Story Telling), Lembar penilaian

❖ Alat : Spidol, Papan tulis G. Sumber Belajar

❖ Sumber dari internet, seperti: https://borneochannel.com/cerita-pendek-cerpen-dalam-bahasa-inggrisdan-artinya/ https://www.ilmubahasainggris.com/teks-short-story-telling-bahasa-inggrisdan-artinya/

H. Kegiatan Pembelajaran

 (2 x 45 Menit), Menggunakan model discovery learning. Indikator pencapaian kompetensi:

• Menceritakan cerita yang terdapat dalam teks

 • Membuat list vocabulary yang ditemukan siswa di cerita tersebut

 • Mencari kata tersebut dalam arti sinonim dan antonym

 • Membuat kalimat dari kata tesebut.

KEGIATAAN	DEPKRIPSI KEGIATAN	ALOKASI WAKTU
PENDAHULUAN	1. Siswa Memberi Salam kepada guru. 2. Guru Memeriksa kehadiran siswa. 3. Guru Menyiapkan peserta didik secara psikis dan fisik serta mengkoordinasikan kelas dalam keadaan bersih dan rapih sebelum memulai proses pembelajaran. 4. Guru Memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan seharihari, dengan memberikan contoh dan perbandingan local, nasional dan internasional. 5. Guru Menjelaskan	30 MENIT

	tentang tujuan pembelajaran atau kompetensi dasar yang Akan dicapai.	
KEGIATAN INTI	1. Guru Menjelaskan kepada siswa tentang prosedur dari storytelling. 2. Sebelum proses belajar mengajar dimulai, guru telah menjelaskan tentang storytelling menurut para siswa yang terlintas di pikiran mereka. 3. Guru berikan topik kepada siswa, dengan tujuan siswa bisa menebak cerita dari topik tersebut seperti apa. 4. Guru Menyakan pertnyaan random kepada siswa yang berkaitan dengan materi yang diberikan sebelumnya kepada siswa.	50 MENIT
PENUTUP	1. Guru menanyakan apakah peserta didik sudah mengerti tentang cerita tersebut. 2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran dari cerita yang dijelaskan sebelumnya. 3. Peserta didik memperhatikan informasi tentang	10 MENIT

	rencana	

Sekampung, April 2023

Collaborator   Researcher

Septri Ratnasari, S.Pd.I.   Lita Nuriya Ningsih

Lesson Plan Materi

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA Ma'arif Nu 5 Sekampung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Ganjil

Materi Pokok : Narrative Text

Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti

- ➢ KI-1 dan KI-2 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, peduli (gotong royong, kerjasama, toleran,damai), bertanggung jawab, responsif dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa negara, kawasan regional dan kawasan internasional.

- ➢ KI-3 : Memahami, menerapkan dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif 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 procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

- ➢ KI-4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi.

Kopetensi	Indikator
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks	➢ Mengidentifikasi situasi yang memunculkan pertanyaan tentang

interaksi interpersonal lisan dan tulis yang melibatkan tindakan menceritakan cerita dan menghafalkan kosa kata yang ada	kosa kata yang sulit dari teks menceritakan cerita.
	➤ Memahami isi dari teks bacaan menceritakan cerita.

C. Tujuan Pembelajaran Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

➤ Mengidentifikasi situasi yang memunculkan pertanyaan yang terkait dengan materi Story Telling
➤ Memahami teks yang diberikan dari Story Telling

D. Materi Pembelajaran

❖ Fungsi Sosial
- Menjaga hubungan interpersonal dengan guru, teman dan orang lain.
❖ Struktur Teks
- Memulai
- Menanggapi (diharapkan/di luar dugaan)
❖ Unsur Kebahasaan
- Ungkapan menceritakan cerita yang terkait dalam teks yang diberikan
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan
❖ Topik
- Situasi yang memungkinkan munculnya pernyataan tentang menceritakan cerita yang dapat menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran
a) Pendekatan : Saintifik
b) Model Pembelajaran : Discovery Learning
c) Metode : Menceritakan cerita, tanya jawab, diskusi dan kesimpulan

F. Media/Alat Pembelajaran
❖ Media :Teks Bacaan (Story Telling), Lembar penilaian
❖ Alat : Spidol, Papan tulis G. Sumber Belajar
❖ Sumber dari internet, seperti: https://borneochannel.com/cerita-pendek-cerpen-dalam-bahasa-inggrisdan-artinya/
https://www.ilmubahasainggris.com/teks-short-story-telling-bahasa-inggrisdan-artinya/

H. Kegiatan Pembelajaran

 (2 x 45 Menit), Menggunakan model discovery learning. Indikator pencapaian kompetensi:

• Menceritakan cerita yang terdapat dalam teks

 • Membuat list vocabulary yang ditemukan siswa di cerita tersebut

 • Mencari kata tersebut dalam arti sinonim dan antonym

 • Membuat kalimat dari kata tesebut.

KEGIATAAN	DEPKRIPSI KEGIATAN	ALOKASI WAKTU
PENDAHULUAN	6. Siswa Memberi Salam kepada guru. 7. Guru Memeriksa kehadiran siswa. 8. Guru Menyiapkan peserta didik secara psikis dan fisik serta mengkoordinasikan kelas dalam keadaan bersih dan rapih sebelum memulai proses pembelajaran. 9. Guru Memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan seharihari, dengan memberikan contoh dan perbandingan local, nasional dan internasional. 10. Guru Menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang Akan dicapai.	30 MENIT
KEGIATAN INTI	5. Guru Menanyakan	50 MENIT

		kepada siswa tentang materi sebelumnya, apakah masih ada yang tidak di mengerti.	
		6. Beberapa siswa masih belum mengerti dan menanyakan beberapa kosa kata yang mereka tidak mengerti atau tidak tahu Cara pengucapannya.	
		7. Guru Memberikan kosa kata baru kepada mereka yang tertulis di papan tulis.	
		8. Guru Menjelaskan tentang kosa kata tersebut dan siswa harus mengulangnya.	
		9. Guru menanyakan kepada siswa apakah mereka sudah bisa mengingat kosa kata yang telah diberikan kepada mereka.	
		10.	
PENUTUP		4. Guru menanyakan apakah peserta didik sudah mengerti tentang cerita tersebut.	10 MENIT
		5. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran dari cerita yang dijelaskan sebelumnya.	
		6. Peserta didik memperhatikan informasi tentang rencana	

Sekampung, April 2023

Collaborator   Researcher

Septri Ratnasari, S.Pd.I.   Lita Nuriya Ningsih

Lesson Plan Cycle 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA Ma'arif Nu 5 Sekampung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Ganjil

Materi Pokok : Narrative Text

Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti

> KI-1 dan KI-2 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, peduli (gotong royong, kerjasama, toleran,damai), bertanggung jawab, responsif dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa negara, kawasan regional dan kawasan internasional.

> KI-3 : Memahami, menerapkan dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif 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 procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

> KI-4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kopetensi	Indikator
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menceritakan cerita dan menghafalkan kosa kata yang ada	➢ Mengidentifikasi situasi yang memunculkan pertanyaan tentang kosa kata yang sulit dari teks menceritakan cerita. ➢ Memahami isi dari teks bacaan menceritakan cerita.

C. Tujuan Pembelajaran Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

➢ Mengidentifikasi situasi yang memunculkan pertanyaan yang terkait dengan materi Story Telling
➢ Memahami teks yang diberikan dari Story Telling
   D. Materi Pembelajaran
   ❖ Fungsi Sosial
      - Menjaga hubungan interpersonal dengan guru, teman dan orang lain.
   ❖ Struktur Teks
      - Memulai
      - Menanggapi (diharapkan/di luar dugaan)
   ❖ Unsur Kebahasaan
      - Ungkapan menceritakan cerita yang terkait dalam teks yang diberikan
      - Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan
   ❖ Topik
      - Situasi yang memungkinkan munculnya pernyataan tentang menceritakan cerita yang dapat menumbuhkan perilaku yang termuat di KI.

   E. Metode Pembelajaran
   a) Pendekatan : Saintifik
   b) Model Pembelajaran : Discovery Learning
   c) Metode : Menceritakan cerita, tanya jawab, diskusi dan kesimpulan

   F. Media/Alat Pembelajaran
   ❖ Media :Teks Bacaan (Story Telling), Lembar penilaian

❖ Alat : Spidol, Papan tulis G. Sumber Belajar

❖ Sumber dari internet, seperti: https://borneochannel.com/cerita-pendek-cerpen-dalam-bahasa-inggrisdan-artinya/ https://www.ilmubahasainggris.com/teks-short-story-telling-bahasa-inggrisdan-artinya/

H. Kegiatan Pembelajaran

 (2 x 45 Menit), Menggunakan model discovery learning. Indikator pencapaian kompetensi:

• Menceritakan cerita yang terdapat dalam teks

 • Membuat list vocabulary yang ditemukan siswa di cerita tersebut

 • Mencari kata tersebut dalam arti sinonim dan antonym

 • Membuat kalimat dari kata tesebut.

KEGIATAAN	DEPKRIPSI KEGIATAN	ALOKASI WAKTU
PENDAHULUAN	11. Siswa Memberi Salam kepada guru. 12. Guru Memeriksa kehadiran siswa. 13. Guru Menyiapkan peserta didik secara psikis dan fisik serta mengkoordinasikan kelas dalam keadaan bersih dan rapih sebelum memulai proses pembelajaran. 14. Guru Memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan seharihari, dengan memberikan contoh dan perbandingan local, nasional dan internasional. 15. Guru Menjelaskan tentang tujuan pembelajaran atau	30 MENIT

	kompetensi dasar yang Akan dicapai.	
KEGIATAN INTI	11. Guru menjelaskan kosa kata lebih pelan dan jelas agar siswa dapat mengerti maksdu dari penjelasan tersebut. 12. Guru menjelaskan tentang prosedur dari storytelling. 13. Sebelum proses belajar dimulai, guru telah menjelaskan lebih terperinci tentang storytelling agar siswa dapat mengerti. 14. Guru memberikan topik yang akan dibahas kepada siswa. Ini bermaksud agar siswa dapat menanyakan tentang kosa kata dari topik tersebut. 15. Guru lebih terperinci menjelaskan tentang cerita yang diberika kepada siswa. 16. Guru menanyakan kepada siswa bila ada kesulitan agar ditanyakan kepada guru.	50 MENIT
PENUTUP	7. Guru menanyakan apakah peserta didik sudah mengerti tentang cerita tersebut. 8. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil	10 MENIT

	pembelajaran dari cerita yang dijelaskan sebelumnya. 9. Peserta didik memperhatikan informasi tentang rencana	

Sekampung, April 2023

Collaborator   Researcher

Septri Ratnasari, S.Pd.I.   Lita Nuriya Ningsih

Lesson Plan Materi

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA Ma'arif Nu 5 Sekampung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Ganjil

Materi Pokok : Narrative Text

Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti

➢ KI-1 dan KI-2 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, peduli (gotong royong, kerjasama, toleran,damai), bertanggung jawab, responsif dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa negara, kawasan regional dan kawasan internasional.

➢ KI-3 : Memahami, menerapkan dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif 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 procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

➢ KI-4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kopetensi	Indikator
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks	➢ Mengidentifikasi situasi yang memunculkan pertanyaan tentang

interaksi interpersonal lisan dan tulis yang melibatkan tindakan menceritakan cerita dan menghafalkan kosa kata yang ada	kosa kata yang sulit dari teks menceritakan cerita. ➢ Memahami isi dari teks bacaan menceritakan cerita.

C. Tujuan Pembelajaran Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

➢ Mengidentifikasi situasi yang memunculkan pertanyaan yang terkait dengan materi Story Telling
➢ Memahami teks yang diberikan dari Story Telling

D. Materi Pembelajaran

❖ Fungsi Sosial
- Menjaga hubungan interpersonal dengan guru, teman dan orang lain.

❖ Struktur Teks
- Memulai
- Menanggapi (diharapkan/di luar dugaan)

❖ Unsur Kebahasaan
- Ungkapan menceritakan cerita yang terkait dalam teks yang diberikan
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan

❖ Topik
- Situasi yang memungkinkan munculnya pernyataan tentang menceritakan cerita yang dapat menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran
a) Pendekatan : Saintifik
b) Model Pembelajaran : Discovery Learning
c) Metode : Menceritakan cerita, tanya jawab, diskusi dan kesimpulan

F. Media/Alat Pembelajaran
❖ Media :Teks Bacaan (Story Telling), Lembar penilaian
❖ Alat : Spidol, Papan tulis G. Sumber Belajar
❖ Sumber dari internet, seperti: https://borneochannel.com/cerita-pendek-cerpen-dalam-bahasa-inggrisdan-artinya/
https://www.ilmubahasainggris.com/teks-short-story-telling-bahasa-inggrisdan-artinya/

H. Kegiatan Pembelajaran

(2 x 45 Menit), Menggunakan model discovery learning. Indikator pencapaian kompetensi:

• Menceritakan cerita yang terdapat dalam teks

• Membuat list vocabulary yang ditemukan siswa di cerita tersebut

• Mencari kata tersebut dalam arti sinonim dan antonym

• Membuat kalimat dari kata tesebut.

KEGIATAAN	DEPKRIPSI KEGIATAN	ALOKASI WAKTU
PENDAHULUAN	16. Siswa Memberi Salam kepada guru. 17. Guru Memeriksa kehadiran siswa. 18. Guru Menyiapkan peserta didik secara psikis dan fisik serta mengkoordinasikan kelas dalam keadaan bersih dan rapih sebelum memulai proses pembelajaran. 19. Guru Memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan seharihari, dengan memberikan contoh dan perbandingan local, nasional dan internasional. 20. Guru Menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang Akan dicapai.	30 MENIT
KEGIATAN INTI	1. Guru Menanyakan	50 MENIT

		kepada siswa tentang materi sebelumnya, apakah masih ada yang tidak di mengerti. 2. Beberapa siswa masih belum mengerti dan menanyakan beberapa kosa kata yang mereka tidak mengerti atau tidak tahu Cara pengucapannya. 3. Guru Memberikan kosa kata baru kepada mereka yang tertulis di papan tulis. 4. Guru Menjelaskan tentang kosa kata tersebut dan siswa harus mengulangnya. 5. Guru menanyakan kepada siswa apakah mereka sudah bisa mengingat kosa kata yang telah diberikan kepada mereka.	
PENUTUP		10. Guru menanyakan apakah peserta didik sudah mengerti tentang cerita tersebut. 11. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran dari cerita yang dijelaskan sebelumnya. 12. Peserta didik memperhatikan informasi tentang rencana	10 MENIT

Sekampung, April 2023

Collaborator   Researcher

Septri Ratnasari, S.Pd.I.   Lita Nuriya Ningsih

ASSESMENT OF STORYTELLING LEARNING

Appraisal Vocabulary

Aspect	Category	Score
Nouns	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54
Verbs	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54
Adjective	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54
Adverb	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54
Form (Organization)	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54

Scor maksimum = 100

Nilai perolehan akhir:

$$x = \frac{XI + X2 + X3...Xn}{5}$$

$$x = \frac{100 + 100 + 100...Xn}{5}$$

$$x = \frac{500}{5}$$

$$x = 100$$

Students Score on the Pre-Test

Subject   : **English**

Class/Semester   : **XI IPS 2/Genap**

School   : **MA Ma'arif NU 5 Sekampung**

No	Student Name	The Aspect					TOTAL
		Nouns	Verbs	Adjective	Adverbs	Organizations	
1	ATW	65	67	61	71	61	65
2	AE	55	61	65	70	75	65
3	ASR	60	65	72	68	72	67
4	AM	59	60	67	73	69	66
5	AIL	55	66	62	71	73	65
6	AOM	65	61	76	73	74	70
7	BA	63	63	68	76	71	68
8	CBW	54	65	68	71	73	66
9	CMP	61	67	75	74	71	70
10	CP	58	61	68	72	70	66
11	ETM	63	64	72	76	75	70
12	FA	74	77	75	78	75	76
13	FA	62	63	75	75	72	69
14	FL	52	59	67	71	68	64
15	FAW	49	56	67	75	73	64
16	GH	56	58	68	72	70	65
17	HKM	51	58	70	73	73	65
18	HNA	48	55	65	70	73	62
19	ID	56	62	72	76	71	67
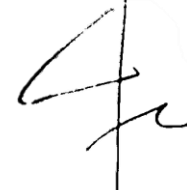
20	KH	48	56	67	69	72	62
21	MDO	76	80	76	78	77	77
22	MF	78	78	75	74	81	78
23	MKM	46	58	64	72	70	62
24	NFN	77	76	78	76	81	78
25	NMA	49	56	68	75	72	64
26	NM	61	64	74	76	72	69
27	RFM	54	60	67	72	73	65
28	RS	76	79	75	82	82	79
29	RM	55	64	74	75	74	68
30	TK	57	62	72	75	75	68
31	FSR	51	58	69	72	70	64
32	RGP	54	63	73	75	70	67

Sekampung,   May 2023

Collaborator   Researcher

Septri Ratnasari, S.Pd.I.   Lita Nuriya Ningsih

Students Score on the Post-Test

Cycle 1

Subject   **: English**

Class/Semester   **: XI IPS 2/Genap**

School   **: MA Ma'arif NU 5 Sekampung**

No	Student Name	The Aspect					TOTAL
		Nouns	**Verbs**	**Adjective**	**Adverbs**	**Organizations**	
1	ATW	67	72	72	73	72	71
2	AE	62	75	72	74	75	71
3	ASR	76	79	81	78	75	77
4	AM	75	79	82	76	80	78
5	AIL	69	72	75	72	71	72
6	AOM	70	72	71	75	74	72
7	BA	74	80	78	82	83	80
8	CBW	67	70	71	68	72	69
9	CMP	70	82	70	68	72	73
10	CP	70	82	68	72	70	72
11	ETM	67	75	72	73	72	72
12	FA	82	86	85	86	85	85
13	FA	70	71	77	81	72	74
14	FL	66	68	70	70	72	69
15	FAW	76	82	79	78	80	79
16	GH	69	70	72	73	68	70
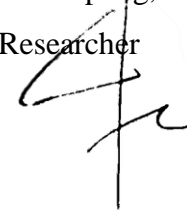
17	HKM	70	70	72	70	69	70
18	HNA	69	70	75	72	72	71
19	ID	70	75	76	70	76	73
20	KH	67	70	75	72	76	72
21	MDO	82	86	82	87	85	84
22	MF	82	88	85	87	83	85
23	MKM	68	72	69	75	75	72
24	NFN	78	83	80	77	81	80
25	NMA	68	74	75	76	71	73
26	NM	70	70	73	75	69	71
27	RFM	72	75	72	72	75	73
28	RS	77	80	79	82	78	79
29	RM	75	78	78	80	76	77
30	TK	68	72	75	72	74	72
31	FSR	69	70	73	75	75	72
32	RGP	72	72	74	76	75	74

Sekampung, May 2023

Collaborator   Researcher

Septri Ratnasari, S.Pd.I.   Lita Nuriya Ningsih

Students Score on the Post-Test

Cycle 2

Subject : English

Class/Semester : XI IPS 2/Genap

School : MA Ma'arif NU 5 Sekampung

No	Student Name	The Aspect					TOTAL
		Nouns	Verbs	Adjective	Adverbs	Organizations	
1	ATW	76	82	84	82	81	81
2	AE	67	68	72	75	76	72
3	ASR	80	85	86	89	83	86
4	AM	82	88	86	82	85	85
5	AIL	65	70	70	75	78	72
6	AOM	77	82	80	81	79	80
7	BA	87	88	85	89	90	88
8	CBW	78	81	79	80	78	79
9	CMP	68	74	73	76	80	74
10	CP	76	78	80	77	78	78
11	ETM	70	71	76	75	78	74
12	FA	85	95	92	90	88	90
13	FA	65	76	75	76	78	74
14	FL	75	79	78	80	78	78
15	FAW	85	89	90	84	87	87
16	GH	64	69	73	75	72	71
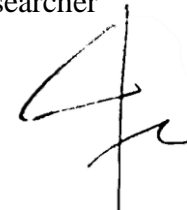
17	HKM	75	78	82	79	84	80
18	HNA	78	81	82	78	81	80
19	ID	79	81	80	83	81	81
20	KH	67	69	74	76	72	72
21	MDO	83	88	85	89	90	87
22	MF	80	89	90	85	86	86
23	MKM	65	75	76	76	78	74
24	NFN	81	85	89	92	89	87
25	NMA	77	78	80	77	76	78
26	NM	76	82	80	85	79	80
27	RFM	79	83	78	81	82	81
28	RS	85	90	92	89	88	89
29	RM	84	86	86	82	86	85
30	TK	78	80	78	80	82	80
31	FSR	71	75	76	79	78	76
32	RGP	76	80	78	81	82	79

Sekampung, May 2023

Collaborator   Researcher

Septri Ratnasari, S.Pd.I.   Lita Nuriya Ningsih

THE STUDENT VOCABULARY

Nama : Fiola anggaini
Class : XII IPS²

Soal post- Test

Issumboshi

Once upon a time there was an old couple who didn't have a (.1.).They lived in a small house near the village (.2.). "Please give us a child," they asked God every day. One day, from the (.3.) Shinto altar, they heard a cute cry, "Waa! Waa!"

They looked and saw a crying baby who looked just like a little (.4.). "This child must be a gift from God. Thanks to God!." "We will call this child(10.)"they said. They raised Issumboshi with much care, but Issumboshi never grew (.6.) "Hey, Issumboshi, do you want to be eaten by a frog?" Issumboshi was (..7.)bullied by the children of the village and often went home feeling unhappy.(.9.) would make some big rice balls and encourage him. "Eat a lot, and grow up quickly," Grandmother said.

One day, Issumboshi said, "I will go to the capital to study and become a (.8.) person. Then I will come back." Grandfather and Grandmother were worried about him, but Issumboshi's mind would not be (.5.).At once they began to prepare for his trip.

Source: Pathway to English XI

Choose the right words to fill the blanks!

1. child   6.always being
2. Forest.   7.grandmother
3. eaten   8.quickly
4. finger   9.world
5. bigger   10.changed.

The Observation Sheet Of The Student Activity I

Nama : Fiola anggraini
Class : XII IPS²

Post Test cycle 1

Hansel and Gretel.

Once upon a time there lived two sisters named (.1.). Their biological mother had died when they were (.2.).Now, they live with their father in a small house near the forest. Their father was a(3..).

One day their father was confused because he could not buy (.3) for his family. In this father's condition, their stepmother forced them to dump their (5).Hansel and Gretel heard and Gretel the (.6), was sad. But the older brother, Hansel, went out at night and picked up lots of (7.). He prayed God would help him and his sister.The next morning the (8.) Family went to the forest. Previously, the stepmother gave each a (.9.) piece of bread. Gretel put the two loaves of bread in her pocket because Hansel's pocket was full of pebbles. Then Hansel throws his pebbles along the road without his (10.) Knowing.Not long after that, the country was again hit by a crisis and their father returned to poverty. The stepmother once again forced her husband to throw the children into the forest.

Choose the right words to fill the blanks!

1.Hansel and Gretel	6.Little grill
2.babies	7. pobbles
3. woodcutter	8. Loggers
4.Food	9. Small
5.Children.	10. Parents

The Observation Sheet Of The Student Activity II

Nama : Fiolla anggraini
Class : XI IPА²

Post Test cycle II

The Golden Slug

In the ancient time, lived a (2.) named Galoran. He was respected because of his wealth and honor. His(.3.) were nobleman so he could live with luxury. However, he was very (..!.) and every day just squandered the wealth of his parents.

One day, his parents died, but he did not care and (.4.) to spend money as well as before. Because his (5.) was so extravagant, all the treasure that he had was running out and he became an unemployed (.6.). Many people sympathized with him and offered a (7.)but every time he got the job, he just dallied and it made him always be (8.). Several months later, there was a wealthy (.9.) who interested him. He married the widow and of course, he was very happy to be (10.)in luxury again.

Choose the right words to fill the blanks!

1. Daughater.   6. Firewod

2. Parents   7.job

3. Wasteful.   8 fired

4. Continue   9.window

5.person.   10.living

OBSERVATION SHEET OF STUDENTS LEARNING ACTIVITIES
CYCLE I

Subject   : English
Class/Semester   : XI IPS 2/Genap
School   : MA Ma'arif NU 5 Sekampung

No	Students Name	The aspects that are ovserved				
		Paying attention on the teacher's explanation	Asking and answering the questions	Being Active in Whole Activeness	Being able to do the task	Following Teacher's Instruction
1.	ATW	√			√	√
2.	AE	√	√	√	√	√
3.	ASR	√	√	√	√	√
4.	AM	√	√	√	√	√
5.	AIL	√			√	√
6.	AOM	√	√	√	√	√
7.	BA	√	√	√	√	√
8.	CBW			√	√	√
9.	CMP		√	√	√	√
10.	CP				√	√
11.	ETM	√	√	√	√	√
12.	FA	√	√	√	√	√
13.	FA	√		√	√	√
14.	FL	√	√	√	√	√
15.	FAW	√		√	√	√
16.	GH			√	√	√
17.	HKM		√	√	√	√
18.	HNA		√	√	√	√
19.	ID	√	√	√	√	√
20.	KH	√		√	√	√
21.	MDO	√	√	√	√	√
22.	MF	√	√	√	√	√

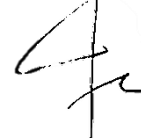| No.	Name					
23.	MKM		√	√	√	√
24.	NFN		√	√	√	√
25.	NMA		√	√	√	√
26.	NM	√	√	√	√	√
27.	RFM	√	√	√	√	√
28.	RS	√	√	√	√	√
29.	RM	√	√	√	√	√
30.	TK	√	√	√	√	√
31.	FSR		√	√	√	√
32.	RGP	√			√	√
	TOTAL	**22**	**23**	**28**	**32**	**32**

Note :

- Tick (√) for each positive activity

- Percentage of student's activities

    6. The students pay attention of teacher's explanation= 69%

    7. The students ask and answer question= 72%

    8. The students are active in class= 87%

    9. The students are able to do the task= 100%

    10. The students follow teacher's instruction= 100%

ekampung, May 2023

Collaborator   Researcher

Septri Ratnasari, S.Pd.I.   Lita Nuriya Ningsih

OBSERVATION SHEET OF STUDENTS LEARNING ACTIVITIES
CYCLE II

Subject   : English
Class/Semester : XI IPS 2/Genap
School   : MA Ma'arif NU 5 Sekampung

No	Students Name	The aspects that are ovserved				
		Paying attention on the teacher's explanation	Asking and answering the questions	Being Active in Whole Activeness	Being able to do the task	Following Teacher's Instruction
1.	ATW	√			√	√
2.	AE	√	√	√	√	√
3.	ASR	√	√	√	√	√
4.	AM	√	√	√	√	√
5.	AIL	√			√	√
6.	AOM	√	√	√	√	√
7.	BA	√	√	√	√	√
8.	CBW			√	√	√
9.	CMP		√	√	√	√
10.	CP				√	√
11.	ETM	√	√	√	√	√
12.	FA	√	√	√	√	√
13.	FA	√		√	√	√
14.	FL	√	√	√	√	√
15.	FAW	√		√	√	√
16.	GH			√	√	√
17.	HKM		√	√	√	√
18.	HNA		√	√	√	√
19.	ID	√	√	√	√	√

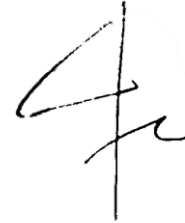|						
20.	KH	√		√	√	√
21.	MDO	√	√	√	√	√
22.	MF	√	√	√	√	√
23.	MKM		√	√	√	√
24.	NFN		√	√	√	√
25.	NMA		√	√	√	√
26.	NM	√	√	√	√	√
27.	RFM	√	√	√	√	√
28.	RS	√	√	√	√	√
29.	RM	√	√	√	√	√
30.	TK	√	√	√	√	√
31.	FSR		√	√	√	√
32.	RGP	√			√	√
	TOTAL	**22**	**23**	**28**	**32**	**32**

Note :

- Tick (√) for each positive activity

- Percentage of student's activities

1. The students pay attention of teacher's explanation= 69%

2. The students ask and answer question= 72%

3. The students are active in class= 87%

4. The students are able to do the task= 100%

5. The students follow teacher's instruction= 100%

Sekampung, May 2023

Collaborator   Researcher

Septri Ratnasari, S.Pd.I.   Lita Nuriya Ningsih

DOCUMENTATION

Source: Teaching Learning English Process

Source: The Students Vocabulary Practice in Class

Source: Students Learning Activities in the Classroom

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-2161/In.28.1/J/TL.00/05/2023
Lampiran : -
Perihal : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Mahrus Asad (Pembimbing 1)
(Pembimbing 2)
di-
Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**LITA NURIYA NINGSIH**
NPM	:	1901050024
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING STUDENT VOCABULARY MASTERY BY USING STORYTELLING ELEVENT AT MA MA`ARIF NU 5 SEKAMPUNG

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 11 Mei 2023
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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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-2587/In.28/D.1/TL.00/05/2023
Lampiran : -
Perihal   : IZIN RESEARCH

Kepada Yth.,
KEPALA MA MAARIF NU 5
SEKAMPUNG
di-
   Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2588/In.28/D.1/TL.01/05/2023, tanggal 26 Mei 2023 atas nama saudara:

Nama   : **LITA NURIYA NINGSIH**
NPM   : 1901050024
Semester : 8 (Delapan)
Jurusan   : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MAARIF NU 5 SEKAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENT VOCABULARY MASTERY BY USING STORYTELLING ELEVENT AT MA MAARIF NU 5 SEKAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 26 Mei 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT TUGAS
Nomor: B-2588/In.28/D.1/TL.01/05/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**LITA NURIYA NINGSIH**
NPM	:	1901050024
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MA MAARIF NU 5 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENT VOCABULARY MASTERY BY USING STORYTELLING ELEVENT AT MA MAARIF NU 5 SEKAMPUNG".

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 : 26 Mei 2023

Wakil Dekan Akademik dan Kelembagaan,

Mengetahui,
Pejabat Setempat

TRIYANTO, S. Ag.
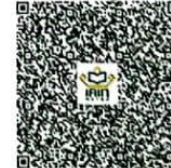
Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

LEMBAGA PENDIDIKAN MA'ARIF NU PCNU LAMPUNG TIMUR

MADRASAH ALIYAH MA'ARIF NU 5 SEKAMPUNG

Jl. Kampus Ma'arif Sumbergede 56 A, Sekampung 34382

0725-7850794. Maarifnu5@gmail.com.

https://mamnu5sekampug.com

SURAT IZIN RESEARCH

Nomor : 192/421.3-MAMNU.5/V/2023

Yang bertanda tangan dibawah ini Kepa Madrasah Aliyah Ma'arif NU 5 Sekampung Kabupaten Lampung mengarahkan bahwa:

Nama   : Lita Nuriya Ningsih

NPM   : 1901050024

Proggram Studi   : Tradis Bahasa Inggris

Mengizinkan mahasiswa tersebut untuk melaksanakan research di Ma Ma'arif NU 5 Sekampung

Demikian Surat ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Sekampung, 20 Mei 2023

Kepala Madrasah,

ANTO, S.Ag

LEMBAGA PENDIDIKAN MA'ARIF NU PCNU LAMPUNG TIMUR

MADRASAH ALIYAH MA'ARIF NU 5 SEKAMPUNG

Jl. Kampus Ma'arif Sumbergede 56 A, Sekampung 34382

0725-7850794. Maarifnu5@gmail.com.

https://mamnu5sekampug.com

SURAT KETERANGAN PENELITIAN

Nomor : 198/421.3-MAMNU.5/V/2023

Yang bertanda tangan dibawah ini Kepa Madrasah Aliyah Ma'arif NU 5 Sekampung Kabupaten Lampung mengarahkan bahwa:

Nama   : Lita Nuriya Ningsih

NPM   : 1901050024

Proggram Studi   : Tradis Bahasa Inggris

Telah selesai melaksanakan Riset di Madrasah Aliyah Ma'arif NU 5 Sekampung dengan judul Skripsi "Improving student vocabulary Mastery By Using storytelling Elevent At Ma Ma'arif NU 5 Sekampung"

Demikian Surat ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Sekampung, 20 Mei 2023

Kepala Madrasah,

ANTO, S.Ag

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INSTITUT AGAMA ISLAM NEGERI METRO
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IAIN
M E T R O

BUKTI BEBAS PUSTAKA JURUSAN TBI

Yang bertanda tangan di bawah ini menerangkan bahwa :

Nama	:	Lita Nuriya Ningsih
NPM	:	1901050024
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris (TBI)

Judul Skripsi : IMPROVING STUDENT VOCABULARY MASTERY BY USING STORYTELLING ELEVENTH AT MA MA'ARIF NU 5 SEKAMPUNG

Bahwa yang namanya tersebut di atas, benar-benar telah menyelesaikan bebas pustaka jurusan pada Ketua Jurusan Tadris Bahasa Inggris (TBI) Institut Agama Islam Negeri (IAIN) Metro.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro,   Juni 2023
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001

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Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-630/In.28/S/U.1/OT.01/06/2023

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

Nama	: LITA NURIYA NINGSIH
NPM	: 1901050024
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901050024

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 06 Juni 2023
Kepala Perpustakaan
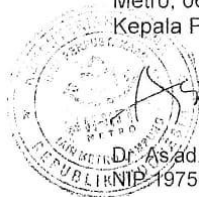
Dr. As'ad, S. Ag., S. Hum., M.H., C.Me
NIP. 19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id
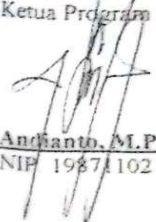
KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Lita Nuriya Ningsih   Program Studi : TBI
NPM   : 1901050024   Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	23/05 2023	Dr. Mahrus As'ad. M.Ag.	1. Revisi abstrak 2. Revisi data	
2.	Kamis 25/05 2023		1. Perbaikan Judul. 2. Revisi discusion. 3. Revisi Conclusion.	
3.	Jumat 26/05 2023.		P. Saikan Sdrinya : ACC Munaqasahka 3/5 '23	

Mengetahui,
Ketua Program Studi TBI

Andianto, M.Pd.
NIP 19871102 201503 1 004

Dosen Pembimbing

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

CURICULUM VITMATE

The name of the researcher is Lita Nuriya Ningsih. She was born in Tanjung Ratu City, Selagai Lingga Lampung on September 23 th, 2001. She is the first child from happy couple namely Mr. Sodikun and Mrs. Umi Sangadah. She has graduated from Elementary School (SDN 02 Tanjung Ratu) on 2013. She continued her study in Junior High School (SMP Ma'arif 8 Sendang Agung) and graduated on 2016. After graduated from Junior High School, she continued to Senior High School (MA Raudlotul Huda) and graduated on 2019. And on 2019 she continued her study as a student of S-1 English Education Department of State Institute for Islamic Studies of Metro (IAIN Metro).