

AN UNDRGRADUATE THESIS

**INCREASING STUDENTS VOCABULARY MASTERY
BY USING FAIRY TALE STORY OF THE FOURTH GRADE
AT SD ISLAM DARUSSALAM RUMBIA**

By:

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**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2023 M**

**INCREASING STUDENTS VOCABULARY MASTERY
BY USING FAIRY TALE STORY OF THE FOURTH GRADE
AT SD ISLAM DARUSSALAM RUMBIA**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:
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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2023 M**



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NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqsyahkan skripsi Cikal Hedi Nugraha**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

AssalamualaikumWr.Wb.

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

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Judul Skripsi : INCREASING STUDENTS VOCABULARY MASTERY BY USING
FAIRY TALE STORY OF THE FOURTH GRADE AT SD ISLAM
DARUSSALAM RUMBIA

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb

The Head of English Education Department

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Metro, Desember 2023

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NOTIFICATION LETTER

Number :
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Matter : **In order to hold the munaqosyah of Cikal Hedi Nugraha**

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research proposal script which is written by:

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FAIRY TALE STORY OF THE FOURTH GRADE AT SD ISLAM
DARUSSALAM RUMBIA

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

Wassalmu'alaikumWr. Wb

The Head of English Education
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APPROVAL PAGE

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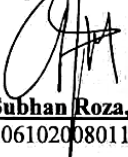
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Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the Thesis (minaqosyah) in Tarbiyah Faculty of State Institute of Islamic
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RATIFICATION PAGE

No. B-0009/In-28.1/P/PP.00.9/01/2024

An undergraduate thesis entitled: INCREASING STUDENTS VOCABULARY MASTERY BY USING FAIRY TALE STORY OF THE FOURTH GRADE AT SD ISLAM DARUSSALAM RUMBIA, Written by Cikal Hedi Nugraha, student number 1701070076, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, December 28th, 2023 at 13.00 - 15.00 p.m.

BOARD OF EXAMINERS:

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**INCREASING STUDENTS VOCABULARY MASTERY
BY USING FAIRY TALE STORY OF THE FOURTH GRADE
AT SD ISLAM DARUSSALAM RUMBIA**

ABSTRACT

**By :
CIKAL HEDI NUGRAHA**

The aim of this research is to show that the use of fairy tales can improve the vocabulary mastery abilities of fourth grade students at SD Islam Darussalam Rumbia. Researchers try to implement that using fairy tales as a medium can be one way to improve students' vocabulary mastery.

The type of this research is Classroom Action Research (CAR) which is carried out in two cycles. Each cycle consists of planning, action, observation and reflection. The data instruments for this research are test, observation and documentation, to record the students activities while research conducted.

The results of this research show that the use of fairy tales can provide positive results in increasing the vocabulary mastery of fourth grade students at SD Islam Darussalam Rumbia. It was investigated that the students' average scores from pretest to post-test II had increased. The average score on the pre-test was 52.5, post-test I was 62.5 and was 75.8 on post-test II. The percentage of students' vocabulary mastery ability in post-test II (75%) has reached the success indicator. This means that using fairy tales in teaching can increase students' vocabulary mastery.

Keyword : *fairy tales, vocabulary mastery, classroom action research*

**MENINGKATKAN PENGUASAAN KOSA KATA SISWA
DENGAN MENGGUNAKAN CERITA DONGENG
PADA KELAS IV DI SD ISLAM DARUSSALAM RUMBIA**

ABSTRAK

Oleh :

CIKAL HEDI NUGRAHA

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan cerita dongeng dapat meningkatkan kemampuan penguasaan kosa kata siswa kelas empat di SD Islam Darussalam Rumbia. Peneliti mencoba menerapkan bahwa penggunaan cerita dongeng sebagai media dapat menjadi salah satu cara untuk meningkatkan penguasaan kosa kata siswa.

Jenis dari penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Di setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Instrumen data penelitian ini adalah tes, observasi dan dokumentasi, untuk merekam aktivitas siswa saat penelitian dilaksanakan.

Hasil penelitian ini menunjukkan bahwa penggunaan cerita dongeng dapat memberikan hasil yang positif dalam meningkatkan penguasaan kosa kata siswa kelas empat SD Islam Darussalam Rumbia. Diselidiki bahwa nilai rata-rata siswa mulai dari pretest sampai dengan post-test II mengalami peningkatan. Nilai rata-rata pada pre-test adalah 52,5, post-test I adalah 62,5 dan menjadi 75,8 pada post-test II. Persentase kemampuan penguasaan kosa kata siswa pada post-test II (75%) telah mencapai indikator keberhasilan. Artinya dengan menggunakan cerita dongeng dalam pengajaran dapat meningkatkan penguasaan kosa kata siswa.

Kata Kunci : *Cerita dongeng, penguasaan kosa kata, penelitian tindakan kelas*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : CIKAL HEDI NUGRAHA

Student Number : 1701070076

Department : English Education Department (TBI)

Faculty : Tarbiyah and Teacher Training

That this undergraduate thesis is originally the result of the result of the writer research, in exception of the certain part which are excepted from the bibliography mentioned.

Metro, December 27th 2023

The Researcher



CIKAL HEDI NUGRAHA

St. Number 1701070076

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : CIKAL HEDI NUGRAHA

NPM : 1701070076

Jurusan : Tadris Bahasa Inggris (TBI)

Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, 27 Desember 2023

Yang Menyatakan



CIKAL HEDI NUGRAHA

NPM 1701070076

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

So, surely with hardship comes ease."

(Q.S Ash-Sharh : 5)

DEDICATION PAGE

Proudly I dedicate this undergraduate thesis to:

1. My beloved parents Mr Rusyana and Mrs. Lena Noviana who always give me support and pray in all kind of situation so that I can finish this thesis. I really love you from the deepest of my heart.
2. My friends of JOBI SQUAD that always support and helping me in finishing this thesis.
3. All of my beloved friends who always support me.

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Praise thanks to Allah who has been giving His blessing and mercy to the researcher to complete a research entitled “INCREASING STUDENTS VOCABULARY MASTERY BY USING FAIRY TALE STORY OF THE FOURTH GRADE AT SD ISLAM DARUSSALAM RUMBIA

In this opportunity, the researcher would like to express his deepest gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deiniatur, M.Pd. BI. as the head of English Education Study Program of IAIN Metro Lampung.
4. Dr. Ahmad Subhan Roza, M.Pd as the sponsor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.
5. All lecturers of the English Education Study Program of IAIN Metro Lampung who have given their thought and shared their experience to the researcher.

6. Headmaster, Teacher, Staff of the SD Islam Darussalam who gives permission to the researcher conduct the research in this school.
7. My parent that always give me strength and always supporting me in finishing this undergraduate thesis.
8. All of my friends in English Teaching Department that always be a part of supporting system in finishing this undergraduate thesis.

The writer hopes that this undergraduate thesis will be useful for all the readers. The writer do apologizes for all mistakes that he has made in writing and resesarch items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Metro, December , 2023



Cikal Hedi Nugraha

NPM 1701070076

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CHAPTER I

INTRODUCTION

A. Background of Research

Vocabulary is the total number of words in a language, the capability to master words used in languages such as speaking and writing . The vocabulary of language always changes and develops because life is increasingly complex. The sufficient mastery of vocabulary is important to be able to learn a language well. After all, speaking about language, it can not be separated from vocabulary. Vocabulary is a word that reaches people both in meaning and in use. A person must have enough words to be able to understand what is read and heard, be able to speak and write in the right words so that others can understand them.

In learning a language, the learned must know the vocabulary of the language that being learned. In this case, knowing and understanding vocabulary in English is a must if you want to learn English properly. The rich vocabulary in English can show that this language is a complex language that must be understood starting from the bottom. Vocabulary is a term for human communication in the world. Without vocabulary, people will be thrown into the ancient times when communication was limited to sending certain ciphers.

In learning vocabulary, there are many variations on how to learn it. Starting from directly studying from the dictionary, reading subtitles in a movie, reading an article, and so on. In learning vocabulary, one of the interesting ways is through fairy tales. There are many types of fairy tales that exist, ranging from stories of romance, adventure, princes and princesses, kingdoms, mystical animals and many others. . With its various types, fairy tales can attract attention to learn vocabulary.

For students, to learn vocabulary in learning English is a must. Because in learning English you have to start from the basics first, therefore knowledge in vocabulary is a requirement. How many vocabulary students already know in English? To know that, the researcher have conducted a pre-survey with one basic simple fairy tale. The pre-survey was conducted on 29 March 2023 which was conducted at SD Islam Darussalam Rumbia. The results of the pre-survey are illustrated in the following table:

Table 1

The Result of Pre-Survey of the Student's English Vocabulary

No.	Score	Frequency	Percentage	Criteria
1	≥ 70	3 Students	25%	Complete
2	< 70	9 Students	75%	Incomplete

According to the result of pre-survey, only 25% out of 12 students that get more than three vocabularies from the story. It can be seen that student who just get less three are 75% out of 12 students. In an effort to minimize and

boost students' learning enthusiasm for the problems above, the writer will use learning through fairy tale story to increase the students' vocabulary mastery.

Based on the description above, the researcher wants to do a classroom action research; with the title of “INCREASING STUDENTS VOCABULARY MASTERY BY USING FAIRY TALE STORY OF THE FOURTH GRADE AT SD ISLAM DARUSSALAM RUMBIA”

B. Problem Identification

Based on the results of the pre-survey above, the researcher identified the research problems, as follow:

1. The students have low English vocabulary mastery.
2. The students have minimal prior knowledge.
3. The students do not known English very well.
4. The students are lack of motivations.

C. Problem Limitation

Based on the result of the pre-survey, the researcher will be focused on the students lack knowledge of English vocabulary. Thus, in order to solve the students low vocabulary mastery, the researcher would like to investigate whether the use of fairy tale story can increase the students' vocabulary mastery. Therefore, the writer would like to conduct classroom action research in the title of “INCREASING STUDENTS VOCABULARY MASTERY BY USING FAIRY TALE STORY OF THE FOURTH GRADE AT SD ISLAM DARUSSALAM RUMBIA”

D. Problem Formulation

The problem formulation of this research is: “can fairy tale story increase the students’ vocabulary mastery of Fourth Grade at SD Islam Darussalam Rumbia?”

E. Objective and Benefit of Study

1. Objective of the Study

The objective of this research is to know can fairy tale story increase the students’ vocabulary mastery of Fourth Grade at SD Islam Darussalam Rumbia.

2. Benefit of the Study

a. For the Students

The result of this research can be used to know the improvement of the students’ vocabulary mastery by using fairy tale story.

b. For the Teacher

From the research, it is expected that English teachers can choose fairy tale story as one of the learning method for students.

c. For other Researcher

This research is expected to be useful for other researchers as a reference for them to conduct the research related to the topics, especially in the increase on the students’ vocabulary mastery.

F. Prior Research

This research will be conducted by viewing and taking a consideration of several prior researches. The first research was conducted by Cia Karunia Anggraini by the title of “Using Invented Spelling Technique to Improve the Students Vocabulary Mastery at the Eighth Grade of SMP N 7 Metro”. The purpose of the study is to know the influence of using invented spelling technique in improvement the vocabulary mastery of the students.¹ In the research, it is telling that the use of invented spelling technique can improve the students’ vocabulary mastery by the end of the study. It can be seen in the score and the total of vocabulary that mastered by the student is increasing in every circle.

Next is the study conducted by Yesi Angreini with the title “Utilizing Flashcard as Media to Enhance Students’ Vocabulary Mastery at The Seventh Grade of Mts N 1 Lampung Timur”. The research held to know the students’ vocabulary mastery enhancement by utilizing flashcard media.² This research uses the experimental research method in conducting the study. This really interesting study, because the use of flashcard media in order to expand the students’ vocabulary mastery is pretty much fun. This research is also a success in improving the students’ vocabulary that can be seen in the different between the pre-survey score and the final cycle score.

¹ Cia Karunia Anggraini, “Using Invented Spelling Technique to Improve the Students Vocabulary Mastery at the Eighth Grade of SMP N 7 Metro” (Metro, Institut Agama Islam Negeri Metro, 2020), 7.

² Yesi Angreini, “Utilizing Flashcard as Media to Enhance Students’ Vocabulary Mastery at The Seventh Grade of Mts N 1 Lampung Timur” (Metro, Institut Agama Islam Negeri Metro, 2017), 4.

Thus, next study is conducted by Abdul Azis Al Fikri by the title of “The Influence Of Audio Visual Learning English Through Watching Zootopia Movie On Students Vocabulary Mastery Of The Seventh Grade At Smp Cendekia Madani Metro”. This study is using experimental research method in conducting the research.³ The use of quantitative type of study in this research is helping so much in collecting and processing the data. This research is focusing on student vocabulary mastery that can or can’t influence by the use of audio visual learning. By the end of the research, it’s shown that the use of audio visual learning can really improve the student vocabulary mastery by the pre-survey and the final score that student get.

By the prior research that have explained above, the researcher is decided to use the third research which discussed about influence in media learning which is audio visual learning through students’ vocabulary mastery as the base of this research. This research is pretty much of the same of the study that the researcher wants to conduct. However, in this study it didn’t using the audio visual learning as media visual but using fairy tale story as media learning. in this research, the researcher want to explore not just about single vocabulary thing, but also the aspect of vocabulary that can influence the vocabulary mastery by students. Therefore the researcher decides to focus in conducting the study of INCREASING STUDENTS VOCABULARY

³ Abdul Azis Al Fikri, “The Influence Of Audio Visual Learning English Through Watching Zootopia Movie On Students Vocabulary Mastery Of The Seventh Grade At Smp Cendekia Madani Metro” (Metro, Institut Agama Islam Negeri Metro, 2022), 22.

MASTERY BY USING FAIRY TALE STORY OF THE FOURTH GRADE
AT SD ISLAM DARUSSALAM RUMBIA.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Vocabulary

1. Definition of vocabulary

Communication is a form of life. In communicate with other; one element of matter is needed to do the exchange in other; that thing is language. In learning about language especially English language, there are language elements that the learners must be known that is speaking, reading, writing and listening. The 4 of the element is a must if wanted to learning English language. But, before those four elements of language can be mastered there have to be a basic fundamental to be mastered, namely vocabulary. Vocabulary stand as a pillar to every element in the language, and without it we can begins to learning the language. But what this vocabulary thing really is?

The thought of vocabulary has something to do with the words of a language, which is perhaps how most of people think of what vocabulary is, and that is correct because vocabulary does deal with words. Even thought, vocabulary isn't just about a single word. Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way

individual words do.⁴ Vocabulary addressed single word with specific meaning, which include the function and purposes.

Vocabulary is acquired through indirect exposure to word or thing and intentionally through explicit instruction in specific word and word learning strategies. Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, read, listen and write.⁵ The vocabulary is a language component that may enlarges by associating the meaning with existing word-form by involving metaphorical extensions of meaning, widening, narrowing, and amelioration.⁶ Students always find it difficult to speak, not only because of their lack of attitude towards the importance of the process of mastering a strong vocabulary itself. In order to facing the trouble of learning vocabulary, there should be using a learning media for that.

Vocabulary is not an easy thing. Trying to understand thousand of words and understand the proportion make the students feels bore and not interesting in learning it, that why the purposes to get and having the vocabulary cannot be reached. The knowledge of new words and new meaning keep increasing everyday as we grow older and we are often very conscious of this growth and change. Webster's dictionary defined vocabulary as follows: A list or collection of words and phrases usually

⁴ Michael Lessard-Clouston, *Teaching Vocabulary* (Virginia: TESOL International Association, 2013), 2.

⁵ Zahrotul Izzah, "The Use of Word Chain Game to Improve Vocabulary Mastery of the Eight Grade Students at SMP N 3 Kalibagor" (Purwokerto, Universitas Muhammadiyah Purwokerto, 2015), 7.

⁶ Francis Katamba, *English Words* (New York: ROUTLEDGE, 1994), 131.

alphabetically arranged and explained or defined, a sum or stock of words employed by a language group individual work or in relation to a subject: scope of language, and a list of a foreign language textbook of the words and phrases taught or used.⁷

2. The Importance of Vocabulary Mastery

According to Scott Thornbury states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.⁸ As it said, the vocabulary mastery is a foundation to learning English. That implies that mastering the vocabulary is important thing to do, because it is the skill to communicate with each other in certain language. In concept of communication, the more vocabulary had mastery the easier comprehend and understanding the communication to do.

As an English teacher, we hope that our student got useful skill not for their scholarship but also in their daily of live. To increase someone's English vocabulary mastery is not an easy thing to do. Every one person is different in their way to comprehend something, and that's not limiting the vocabulary mastery. The variation of the way to someone mastering vocabulary can be different from the majority. Because of that, teacher need to know the way to deliver the material in order to student take an interest in learning and increasing their vocabulary mastery, because vocabulary is the foundation of a language. There were many technique

⁷ Siti Nurmeliya Baskarani, "The Teaching of English Vocabulary, a Case Study at The Seventh Grade Students of MTs Negeri 2 Jakarta" (Jakarta, UIN Syarif Hidayatullah, 2016), 11.

⁸ Scott Thornbury, *How to Teach Vocabulary* (England: Pearson Education Limited, 2002), 13.

that can be used to deliver. One can be by make student comfortable with their learning nature; or can by delivering the vocabulary by using a story that can take their interest. Although there are many ways, if the technique is done and it has no affect, it has to be changed.

Finally, it is clear that mastering vocabulary is the most important aspects in teaching and learning process in the classroom of English as a foreign language, because vocabulary is the base foundation in learning a language. If the vocabulary mastery is not clearly mastered, the students will get difficult to mastering the basic four skills in English. So, the teacher must choose the appropriate technique to deliver and teach the students in order to improve the student's vocabulary

3. Aspect of Vocabulary

According to Lado, there are 5 (five) aspect of vocabulary, following:⁹

a. Meaning

Meaning becomes one of fundamental aspect that should master by the students, because meaning refers to how the word gives its meaning to the language users. A word may have more than one meaning when used in different context of sentence. The used word may seem similar but in use in the sentence, it can be very different meaning.

⁹ Robert Lado, *The Key of English Vocabulary* (London: Collier Mac Milan, 1972), 1.

Example:.

The fish **can** live without water for few minutes.

The fish in the **can** is already dead.

The first sentence show word “*can*” as a verb that describes the subject of “*fish*” ability to live outside the water. While the second sentence shows the word “*can*” as a noun that describes a mostly cylindrical container that contain the subject of “*fish*” that already dead. As the example shown above, there is much other word that can have more than one meaning when used in proper context. Therefore, mastering the meaning of the word before using it in sentence is important, because it will help to use and understand the message of a word in sentences when used in another sentence.

b. Spelling

In learning vocabulary, spelling is important because it aids in the form of reading. When the student encounter a word for the first time, they need to know the spelling of that word. Spelling refers to what a word look like with the structure of alphabet that makes a word. Spelling may cause different acceptable in written forms for the same words within the same variety of English or most commonly. By know the lines of the alphabetical structure of a word; the student will know how to write the word correctly.

In learning English language, there were types of word that have same sound but different writing; that is called homophone. This was

a fatal aspect that will make the student confused when writing it in sentences.

Example:

I want **to** buy a bag of bread.

I will have it **too**.

The word “*to*” and “*too*” have the same sound, yet the form of write is different. Therefore, the spelling aspect is important for students to learn because it will affect the sentence.

c. Pronunciation

Pronunciation is how words are pronounced. When the students learn vocabulary, they also need to know how the words sound like. Pronunciation of word is not really related to the spelling, so it's difficult to be learnt. Good way of pronunciation helps receiver easier to determine the word spoken that help ease to communicate. If a word is pronounce incorrectly, it will be difficult for someone to understand the message delivered.

May it be not really related to the spelling, there were kind of words that have the same writing, but have different mean and way to pronounce; that is called homograph. The different in pronounce the word in a sentence; can change the message that should be delivered in the sentence.

Example:

She is not **present** in the class today.

I will give that as a **present**.

Those same word in two sentences above, have two different way of sound and different meaning. Therefore, it is essential for students to know the way a word is pronounce in different sentence so that word will not change the message contained.

d. Word class

Word classes are categories of word. Daniel states that Word classes (traditionally called parts of speech) are groups of words in a language that fill similar slots in an utterance and share some linguistic properties, whether those properties are semantic, syntactic, or morphological.¹⁰ When learning about the word classes, students may have a habit of make the same of two words that share same characteristic into the same word class. Words can be classified by various criteria, such as phonological properties (e.g., monosyllabic vs. polysyllabic words), social factors (e.g., general vs. technical vocabulary), and language history (e.g., loanwords vs. native words). All of these are classes of words, but as a technical term, word class refers to the ten traditional categories below (plus perhaps a few others), most of which go back to the Greek and Roman grammarians.¹¹

In addition to the term, there are 9 categories of word classes.

¹⁰ Daniel W. Hierber, "Word Classes," *Chitimacha Tribe of Louisiana*, 2020, 189.

¹¹ Martin Haspelmath, "Word Classes and Parts of Speech," *Max Planck Institute for Evolutionary Anthropology*, 2001, 16538.

1) Noun

A noun is a word that represents a person, thing, concept, or place. Most sentences contain at least one noun or pronoun. Nouns are often, but not always, come after by an article (“the,” “a,” or “an”) and/or another determiner such as an adjective. The example of noun is “*book, glass, car, house, tree, star*” etc.

2) Verb

A verb is a single word, or a group of words, that describe an action or state, or occurrence, and forming the main part of the predicate of a sentence. Verb mainly used as an explanation of what someone or something is doing in meantime or before and after. A few example of verb are “*sit, sleep, push, greet, pound, drop, slap*” etc.

3) Adjective

Adjectives are words that describe the qualities or states of being of nouns. We use adjectives to describe nouns. Most adjectives can be used in front of a noun. Adjective commonly use to explain further about a noun in a sentence. Examples of adjective are “*beautiful, pretty, good, enormous, polish*” etc.

4) Adverb

Adverb is word or phrase that modifies or qualifies an adjective, verb, or other adverb or a word group, expressing a relation of place, time, circumstance, manner, cause, degree, etc.

Adverbs modify, or tell us more about, other words. Usually adverbs modify verbs, telling us how, how often, when, or where something was done. The adverb is placed after the verb it modifies. Few example of adverb are “*quickly, early, slowly, hard, daily*” etc.

5) Pronoun

A pronoun is a word that is used instead of a noun or noun phrase. Pronouns refer to either a noun that has already been mentioned or to a noun that does not need to be named specifically. Most common pronoun is the personal pronoun, which refer to the person who speak (first person). There are three viewpoint of pronoun as a subject, that are first person (I, we), second person (you), and third person (they, he, she, it). There also pronoun as a subject in first person (me, us), second person (you), and third person (them, him, her, it).

6) Preposition

A preposition is a word or group of words that is used with a noun, pronoun, or noun phrase to show direction, location, or time, or to introduce an object. Additionally, prepositions are used to connect a noun or pronoun to a verb or adjective in a sentence. Examples of preposition are “*in, for, at, about, above, across, by, from*” etc.

7) Conjunction

Conjunctions are words that join together other words or groups of words. A coordinating conjunction connects words, phrases, and clauses of equal importance. Examples of conjunction are “*and, or, so, since, as, but, yet, while*” etc.

8) Interjection

An interjection is a word or phrase that can be used to express emotion. It is typically used as a standalone exclamation. Interjections can also be used to express excitement, surprise, or dismay. In some cases, they can even be used to fill in awkward pauses in conversation. While interjections are not always considered part of Standard English grammar, they can be useful for adding emphasis or lending flavor to writing. As such, they are often used in fiction and other creative writing. Examples of interjection are “*wow, ah, oh no!, no way!, ouch!*” etc.

9) Article

Articles are words that define a noun as specific or unspecific In English. In English grammar, an article is a type of determiner that precedes and provides context to a noun. A determiner is a word or a group of words that specifies, identifies, or quantifies the noun or noun phrase that follows it: There are only two types of articles in English, definite or indefinite. The three main articles in English grammar are "the," "a," and "an."

This grammatical concept may sound simple, but there are some tricky rules related to using it correctly.

There are grammatical patterns should be practiced fluently to the students such as noun (countable and uncountable), verb complementation, phrasal verbs, adjectives and adverb.¹²

e. Word use

Word use is how a word, phrase, or concept is used in a language. Word use refers to how a word is used in a language. Word use may also involve grammar and thus be the subject of profound analysis.

4. Technique for Teaching Vocabulary

Commonly, there are several techniques of way to teaching of Vocabulary. However, there are a few things that have to be remembered by the English teachers in order to present a new vocabulary or the lexical items to the students. Then, it needs to be learnt, practiced, and revised in order for student to able to remember it. According to Sanusi, there are several technique that can be used to teaching vocabulary, as such:¹³

¹² Meiliza Fitrotun Azizah, "The Effectiveness of Song in Memorizing Vocabulary, an Experimental Research at the Fourth Grade Student of SD N 1 Kulon" (Purwokerto, Universitas Muhammadiyah Purwokerto, 2016), 39.

¹³ Ersan Sanusi, "THE TECHNIQUE OF TEACHING VOCABULARY," *Ittihad Jurnal Kopertis Wilayah XI Kalimantan* Vol. 7, no. 11 (2009): 6.

a. Visual Technique

Concerning with the visual techniques, Gairns and Redman says that "there are there form visual techniques; "realia, pictures, and mime or gestures".

1) Realia

Realia means using a variety of real-object brought by the students in the classroom It can be also applied to remember written material.¹⁴ Realia can be defined as the real object that can be seen by students. The teacher can directly show the real thing to the students so that the students can easily understand the meaning of the word. As example, if the teachers want to convey the word book, the teachers can simply showing the student a book. By doing that, the teacher has already conveyed the meaning of word "*book*".

2) Picture

In using picture, as the word implies, the teachers can use a media in teaching vocabulary. The media that used can be a photo, video, a drawing, wall picture, flashcard or anything else. Those media mentioned can be used as visual representation of the real object that can be shown directly. As the example is "*sea*". For the teacher that far from the sea, can show the picture of a "*sea*".

¹⁴ Ersan Sanusi, 7.

The student will understand and that is already conveyed the meaning of word “*sea*”.

3) Mime or Gesture

There is a time that almost impossible to explain about the meaning of a word by using realia or showing pictures. In this case, the teacher can use mime, action and gesture to easily explain the meaning of a word to the students. Klippel state that “mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication.”¹⁵ Commonly, a teacher uses this technique when conveying the meaning of verb, such as eat, sleep, jump, cry etc.

b. Verbal Technique

This technique pertains to the use of illustrative situation, synonyms, opposites, scale, definition and categories. More specifically, Marla divide verbal techniques into four parts, among those are:

- 1) Definition and illustration sentences, this technique the English teachers are expected to introduce a word in English through the use of other word in the same language.
- 2) Synonyms and antonyms are especially important in building new vocabulary because learners are able to know vocabulary.

¹⁵ Friederik Klippel, *Language Program Evaluation* (Cambridge: Cambridge University Press, 1994), 115.

Synonyms are words that have the same meaning as the unknown in a given sentence. There may be signals that identify the presence of synonym for the readers. They could be *or, commas, dashes, and colons*. Meanwhile, antonyms are words that have the opposite meaning of the unknown word in a given sentence. Signals which identify the presence of the antonyms for readers are *instead, although, but, yet, and however*.

- 3) The scale technique is the presentation of related words in scales that include the combination of both verbal and visual techniques
- 4) Explanation; This technique explains the meaning and the use of a foreign word in the foreign language itself.

The English teachers, before applying those techniques, should know the level of students' competency and the goal of teaching in advance, particularly on teaching vocabulary. Also, they should be able to lead the students to learn a new word or some words clearly.

c. The Use of Dictionary

The use of dictionary is another technique in finding out the meaning of unfamiliar words and expression. Gerald and Laura state that "dictionaries are more easily used to determine word meaning".¹⁶ In this aspect, the Students can make use a variety of dictionaries, such as bilingual, monolingual, pictorial, and thesaurus.

¹⁶ Gerald and Laura, *Improving Classroom Reading Instruction* (Toronto: Rnandom House, 1989), 120.

B. The Concept of Fairy Tale

1. Definition of Fairy Tale

Fairy tales are oral folklore containing entertainment, moral teachings, and even satire.¹⁷ Fairy tale is one kind of literature. Literature is a work that contains an exploration of human truth.¹⁸ Literature can stimulate readers to do something. As fairy tale is a short story of a collective non-letter literature. As a form of non-letter story, fairy tale passed down from one generation to another generation, so that the existence of the fairy tale never cracked even though it was for centuries. Fairy tales are fiction or fantasy story which tell about something miracle and strange from the origin of a place or a country.¹⁹ As part of the folklore, folktale has a variety of functions, such as learning media, entertaining at leisure time. A folktale story can contain psychological teaching, moral teachings or learning entertainment.

In addition, folktale can also involves with ‘unique’ figures. For example, the handsome princes, the beautiful cursed-princesses, animals and plants that can talk like human, monsters, strong-willed witches, and many others.²⁰ Character and its characterization is very important element in constructing the story, because it is one of the developing factors of the

¹⁷ Murti Bunanta, *Buku, Mendongeng Dan Minat Membaca* (Jakarta: Pustaka Tangga, 2004), 3.

¹⁸ Endang Darmawati and Julianto, “MENINGKATKAN PEMAHAMAN SISWA DALAM KONTEKS PEMBELAJARAN BERBASIS BAHASA NUSANTARA MELALUI SASTRA DONGENG ANAK DENGAN MEDIA BONEKA TANGAN DI SEKOLAH DASAR,” *UNIVERSITAS NEGERI SURABAYA* ii (2018): 51.

¹⁹ Semi M. Atar, *Anatomi Sastra* (Padang: Angkasa Raya, 1988), 79.

²⁰ Tiara Nanda Gayatri, “Narrative Function Analysis of Roro Jonggrang Folktale Using Propp’s Theory.” (Palembang, Politeknik Negeri Sriwijaya, 2016), 1.

story. With the all the characters and setting is set, so the story is made. Folktale is a unique literary artistic because it reflected many elements of culture where the story is inherited.

2. Types of Fairy Tail

In fairy tale, there are 6 (six) kinds of type in fairy tale, as follow:²¹

a. Myth

A myth is a folk prose story that is considered to have really happened and is sacred to those who tell the story. Furthermore, myth are a traditional or legendary story, usually concerning some being or hero or event, with or without a determinable basis of fact or a natural explanation, especially one that is concerned with deities or demigods and explains some practice, rite, or phenomenon of nature.. Myths are fairy tales that tell about the lives of spirits, demons, ghosts or gods. Few examples myth are Nyi Rara Kidul and Nyi Blorong.

b. Legend

A legend is a folk prose story that is considered by those who own the story to be an event that actually happened. In contrast to myth, legend is secular (worldly). Legend, are fairy tales created by the community regarding natural conditions and the name of an area.

²¹ Liberatus Tengsoe Tjahjono, *Sastra Indonesia Pengantar Teori Dan Apresiasi* (Ende Flores: Nusa Indah, 1988), 166.

Legends are often seen as collective "history" (folk history), even though this "history" is not written and has been distorted, so that it can often be very different from the original story.²² So it can be concluded that legends are closely related to the history of life in the past, although the level of truth is often not pure. Few examples of the Legend story are Malin Kundang and Banyuwangi.

c. Sage

Sage is a fairy tale which contains historical elements, but it is still hard to believe its truth because the historical elements are pushed by fantasy elements. For example, the fairy tale of Ciung Wanara and Jaka Tarub.

d. Fables

Fables are fairy tales that raise animal life as material for the story. Fable is a literary genre defined as a succinct fictional story, in prose or verse, that features animals, legendary creatures, plants, inanimate objects, or forces of nature that are anthropomorphized, and that illustrates or leads to a particular moral lesson (a "moral"), which may at the end be added explicitly as a concise maxim or saying. A fable differs from a parable in that the latter excludes animals, plants, inanimate objects, and forces of nature as actors that assume speech or other powers of humankind. Conversely, an animal tale specifically

²² James Danandjaja, *Foklor Indonesia: Ilmu Gosi, Dongeng, Dan Lain-Lain* (Jakarta: PT Temprint, 1984), 66.

includes talking animals as characters. Example of fable is “the Tale of the Kancil and the Tale of the Wicked Pigeon”.

e. Parables

A parable is a succinct, didactic story, in prose or verse, that illustrates one or more instructive lessons or principles. It differs from a fable in that fables employ animals, plants, inanimate objects, or forces of nature as characters, whereas parables have human characters. A parable is a type of metaphorical analogy. Parable fable contains allusions that are educational. Example of parable is A Pair of Leather Slots.

Furthermore, folktale in each region and its constituent are definitely influenced by the culture of the community where the story originated. As the example, the story about monster named vampire in Europe and chine can be different where in Europe vampire is told to be a creature that hypnotize a person and sucking its blood, while in Chinese vampire- or known as Jiangshi- is told to be an undead creature that moving by jump and just infected human without sucking its blood. The different of two creatures that have the same name is influenced by the culture and religion in where the story is located. The whole narrative functions show us how the ideas in the story were narrating structured or organized in a coherent composition.

Even if it's different in different location, the fairy tale or folklore still can be related one to another. For example the story of “Malin

Kundang” in Indonesia, is the same story in Malaysia with the title of “Si Tanggang Anak Durhaka”, and Brunei Darussalam with “Nahkoda Manis”. The three different titled stories is telling the related same origin place, setting and plot. It is because of the three countries is living next to each other so the culture and knowledge can be transferred easily, and creating a folklore that related to each other.

3. Values in Fairy Tale

Fairy tale basically contains values that need to be instilled in children or the younger generation. There are several important values in folklore, which are:

a. Moral values

Moral Values are teachings in the form of instructions deliberately given by the author about various matters related to life problems. In folk tales, the moral or wisdom obtained by the reader is always in a good sense. If in a folk tale the attitudes and behavior of the characters in the story are shown to be less than commendable, it does not mean that the author advises the reader to behave, imitate and act like that.

b. Customary/tradition values

According to KBBI, customs are patterns of behavior that are passed down from generation to generation and remain eternal from one generation to another as inheritance, so that their integration is strongly related to community behavior patterns. is a cultural idea

consisting of customary legal values, norms and customary laws that regulate human behavior towards each other which are commonly carried out in a group of indigenous peoples which are passed down from generation to generation from ongoing historical periods and maintained to this day by indigenous peoples who have the highest support in the indigenous community.

c. Religious Education Values

Religion has several important social functions. First, religion is a sanction for broad behavior that provides an understanding of good and evil. Second, religion frees humans and humans to carry out approved actions. Third, religion frees humans from the burden of making decisions and places responsibility in the hands of the gods. Fourth, religion plays an important role in maintaining social solidarity.

C. Action Hypothesis

The following is the research's action hypothesis: The use of fairy tale story can increase students' vocabulary mastery of the fourth grade at SD Islam Darussalam.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

1. Variable of Research

This study includes two variables. The independent variable in this study is the fairy tale, which will be used to increase student vocabulary mastery. The media used is useful in ensuring that the students' vocabulary mastery is increasing.

The dependent variable in this study is vocabulary mastery, which is one of the language basic structures that students must learn in order to understand the language especially English language.

2. The Operational Definition of Variable

The operational definitions of variables in this study are as follows:

1. Dependent Variable

Dependent variable is variables that depend on the independent variable. It is the outcomes or results of influence of the independent variable. Alwiyah defines a dependent variable as one that may be

explained and impacted by independent variables.²³ Because it is reliant on the independent variable, this variable is deemed dependent. Dependent variable of this research is vocabulary mastery. There are some indicators that indicated the students are known to vocabulary mastery.

There were some indicators that should be attained by the students, namely:

- 1) The students are able to memorize the vocabulary in their mind.
- 2) The students able to mention the vocabulary.
- 3) The students are able to understand the meaning of vocabulary.

2. Independent Variable

An independent variable, according to Flannelly, is one that is assumed to have an influence on another variable (a dependent variable).²⁴ In a sense, an independent variable is a variable that is modified in a study. The independent variable are variable probably cause, influence or effect outcome. They are also called treatment. The independent variable (X) in this research is the Fairy Tale Story.

The indicators of independent variable of this research are as follows:²⁵

²³ Alwiyah, Toto Thinakone Louangdy, and Aulia Yolandari, "Relation of Relationship Between Research Theory and Variable with Management Case Study," *Universitas Wiraraja Sumenep* 2 (2018): 73.

²⁴ Laura T. Flannelly, Kevin J. Flannelly, and Katherine R. B. Jankowski, "Independent, Dependent, and Other Variables in Healthcare and Chaplaincy Research," *Journal of Health Care Chaplaincy*, 2014, 162.

²⁵ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, Third Edition (Oxford: Oxford University Press, 2011), 58.

- 1) The students are paying attention to the teacher explanation.
- 2) The students are asking and answering the teacher question.
- 3) The students are being active in the class.
- 4) The students are doing the task given by teacher.

B. Research Location

The Classroom Action Research (CAR) would be carried out in SD Islam Darussalam, Rumbia, Lampung Tengah, by the researcher. The school was erected in 2018 on Jl. Rukti Basuki, Rumbia, Lampung Tengah. The class was chosen by the researcher because the student had lower average vocabulary mastery.

C. Subject and Object of the Research

1. Subject of Study

The subject of this research is the student of IV grade. It was expected that the result of the research would be useful to improving their vocabulary mastery. This pra-survey has been conducted on March, 29th 2023 at SD Islam Darussalam in academic years 2022/2023 and there are 12 students in this consist of 42% of male students and 58% of female students in the fourth graders..

In this research the researcher chooses the Fourth graders as subjects of the research based on the result of study held by researcher, that turn out the vocabulary mastery of the Fourth graders is low that average.

2. Object of Study

The object of this research is the increasing of the students' vocabulary mastery by using fairy tale on the. In this research the researcher select the fairy tale story as an media to increasing the vocabulary mastery of students. In fairy tale story, there was many basic English vocabulary like the name of animal and other that very suitable to increase the vocabulary mastery of students that still in elementary grade.

D. Action Plan

The kind of this research is classroom action research, because classroom action research is one of the efforts to improve the program quality in all educational level and activity to developing the teacher profession.

According to Mc. Niff that action research is a name given to particular way of researching your own learning.²⁶ It means that classroom action research is the action research which the aim is to solve the problem in learning process in the class. Hopkins stated that Action research combines a substantive act with a research procedure, it is action disciplined by enquiry, a personal attempt at understanding while engaged in a process of improvement and reform.²⁷ Action research can be defined as an action research conducted by teachers as well as researchers in class or together with others (collaboration) by designing, implementing and reflect the actions of

²⁶ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice, 2nd Ed* (London: Routledge Falmer, 2002), 15.

²⁷ David Hopkins, *A Reacher's Guide to Classroom Research, 4. Ed., Reprinted* (Maidenhead: Open Univ. Press, 2009), 47.

collaborative and participatory aims to improve or enhance the quality of the learning process in class through an act in particular a cycle.

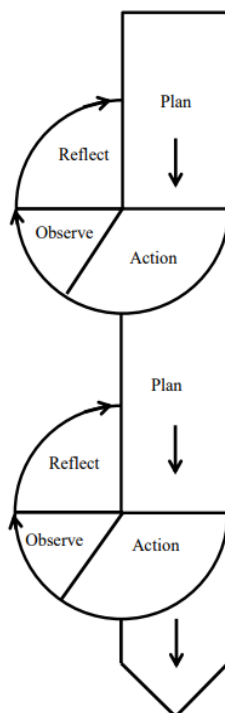


Figure 1

Sequence of Action-Reflection Cycle, Mc. Niff models²⁸

Based on the explanation above, it can be inferred that classroom action research is research or approach that is done together, with the instruction from the teacher in learning process and it can increase the quality of learning process.

There are four steps in cycle. They are planning, acting, observing and reflecting. If the first cycle has failed or only reach less improvement, and the cycle must be reviewed again in the second cycle and so on. That can be illustrated by like these procedures as follows:

²⁸ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice, 2nd Ed*, 15.

1. Cycle I

1. Planning

Planning is the first step on and prepares the researcher before doing an action. With the planning step will run well. Here is the step that the writer can make in planning:

- 1) The researcher prepared a lesson plan
- 2) The researcher prepared the material, approach, method, technique and strategy of learning
- 3) The researcher prepared the source of learning
- 4) The researcher prepared format to observe
- 5) The researcher prepared format to evaluate the students results after learning process

2. Acting

The second step in the action research is acting. It is the implementation of the planning. Without the action the planning just imagination that never can be real. In this step the researcher acts as follows:

- 1) Pre Teaching
 - a) The researcher greeted, lead prayed and checked attendance list
 - b) The researcher asked the students some questions related the topic
 - c) Chose the appropriate with the material going to be taught.

2) While Teaching

- a) The researcher applied the lesson plan
- b) The researcher tell stories that one kind of fairy tale that used in learning
- c) The researcher gave a paper of filling quiz that which contain the subject name, animal, or where the story take places and answer based on the stories told.
- d) The researcher gave evaluation.

3) Post Teaching

- a) The researcher asked the students about the difficulties of the lesson
- b) The researcher made conclusion together with the students
- c) The researcher gave homework for them

After gave treatment in cycle 1. The researcher will give the post-test. The instrument will have different type from the instrument given in the pre-test.

3. Observing

Observing is the activity of recording the event and action. The observation is done in learning process. Based on the observation, the researcher can determine whether there is anything that the research has to be improved reading comprehension ability. In this step, the researcher observed the process of learning by using format observation.

4. Reflecting

Reflecting is the last step in this process. The researcher analyzed and observed the test result during learning process. In this step the researchers used the data for evaluation to made improvement for the second cycle. If from cycle 1, there are some students not successful, so the researcher must conduct cycle 2. The result from cycle 1 is for evaluation material for reflection to cycle 2. If cycle 1 is failed, it must review in cycle 2, and if cycle 1 is successful, cycle 2 is continuation from cycle1.

2. Cycle II

a. Planning

- 1) The researcher prepared a lesson plan
- 2) The researcher prepared the material, method and strategy of learning
- 3) The researcher prepared format to evaluate the student's activities after learning process.

b. Acting

The researcher applies the action plan II:

- 1) Pre Teaching
 - a) Prayed and greeted the students
 - b) Checked the attendant list
 - c) Asked the students condition
 - d) Chooses the appropriate with the material going to be taught

2) While Teaching

- a) The researcher applied the lesson plan
- b) The researcher gave a paper of filling quiz that which contain the subject name, animal, or where the story take places and answer based on the stories told
- c) The researcher gave evaluation

3) Post Teaching

- a) The researcher asked to the students about the difficulties
- b) The researcher greeted for the students.

c. Observing

In this step, the writer observed the process of learning by using format of observation to collect the data in action plan II.

d. Reflecting

In this step, the researcher compared the score of pre test and post-test. The researcher reviewed and reflected on students activity whether it is positive or negative, the second cycle enough or need for the next step.

E. Data Collecting Technique

In the data collecting procedure, there are three steps that have to follow in this research:

1. Observation

Observation is exercised to plot the incident, existence and frequency of elements and to compare one situation with another. The

researcher will be helped by the teacher as the collaborator to observing and get the description directly about the students' participation in the learning process. This section will be taken to get the data about the implementation of influence of using fairy tale story.

2. Test

The test is for collecting data in the study of student activities in teaching and learning activity to find out various skills, talents, traits, and individual behavior measured by tests. There are two tests that researcher will be using in this research as follows:

a. Pre-test

Pre-test was given to the experimental class before giving a treatment to measure students' vocabulary. The experimental acquired the same pre-test. Pre-test was given to the experimental class before being given treatment to measure students' vocabulary. The pre-test is held by the vocabulary test. The researcher will distribute the questions of pre-test that consist of vocabulary questions.

b. Post test

After giving the treatment, the researcher gave a post-test to both the experimental to find out the results of the treatment whether the use of fairy tale story is effective or not to increase students' vocabulary. The post-test is held by the vocabulary test. The researcher will distribute the questions of pre-test that consist of vocabulary questions.

3. Documentation

Documentation is one of many processes accompanying audit work, and its main objective is to lay out in recording all activities and facts relating to an audit.²⁹ The researcher will take several picture to get more information of students in learning process.

4. Field note

Field note is observation instrument used in CAR to supply a record of what is going on during an observation which includes description of places, people, objects, acts, activities, events, purposes, time and feeling. In this study, field notes used to store student activities during this learning process.

F. Data Collecting Instrument

Instrument is an instrument for measuring, which was used to accumulate and record data for evaluation, decision making, and finally concept.³⁰ In this research, the research instrument will be outlined by the authors. This instrument has 4 types, namely observation, tests, and documentation, and field note. Furthermore, the four types of instruments can be classified as follows :

1. Observation

- a. The students learned activity.
- b. The students participate in learned process.

²⁹ Henning Kagermann et al., *Internal Audit Handbook* (Germany: Springer, 2008), 432.

³⁰ David Colton and Robert W.Covert, *Designing and Constructing Instrument for Social Research and Evaluation* (San Francisco: Josey, Bass, 2007), 5.

- c. The teacher performance in the classroom.
2. Test
 - a. The students reading comprehension in text.
 - b. The students' summary of reading text.
 3. Documentation
 - a. The situation of official employee and teacher.
 - b. The situation of students.
 - c. Learning facilities and school.
 - d. Organizational structure in Class and School.
 - e. Location sketch at SD Islam Darussalam.
 4. Field note
 - a. The students activity in class
 - b. The student doing the assignment and task.

G. Data Analysis Technique

The data was analyzed step by step to take the average score of the pretest and post-test.

And the Formula to get average score as follows : $\bar{X} = \frac{\sum X}{N}$

\bar{X} = Average

$\sum x$ = Total of Score

N = Total of Students

Furthermore, to know the students achievement after the test, the researcher will compare between pre-test and post- test. If 70 % of the students get score at least 70 in the post-test, means that using fairy tale story, improve

the students vocabulary mastery. Then, the result is matched by minimum standard criteria (MSC) at the school at least 70. If from the cycle 1, there are some students are not successful so researcher conduct cycle 2. The minimum cycle in Classroom Action Research (CAR) is two cycles, if from cycle 2 all of the students are success; the cycle is able to stop until cycle 2.

CHAPTER IV

RESEARCH RESULT AND DISSCUSION

A. Research Result

1. Description of Research Location

a. The Historical Background at SD Islam Darussalam Rumbia

SD Islam Darussalam is an elementary school in the Rumbia, Lampung Tengah. This school is located in Jln. Rukti Basuki Dusun II, Rukti Basuki, Rumbia, Lampung Tengah. The school is established since 2020 by Yayasan Darussalam Rumbia. The principle of SD Islam Darussalam Rumbia is Samsul Arifi, S.Pd.I.

b. The Condition of the teacher at SD Islam Darussalam Rumbia.

The numbers of the teachers at SD Islam Darussalam Rumbia in academic 2023-2024 can be seen on the table below

Table 2
Numbers of the teachers at SD Islam Darussalam Rumbia
Academic year of 2023/2024

No	Name
1.	Samsul Arifin, S.Pd.I
2.	Lestari, S.Pd.
3.	Kuntum Aulia Ningrum, Sos.
4.	Cikal Hedi Nugraha
5.	Chusnul Hidayah
6.	Ika Nurliana
7.	Siti Mahmudah
8.	Muhammad Sahrul Habibi
9.	Ikhsan Rifa'i

c. Student quantity at SD Islam Darussalam Rumbia

The students quantity at SD Islam Darussalam Rumbia in academic year of 2023/2024 is that can be seen on the figure below:

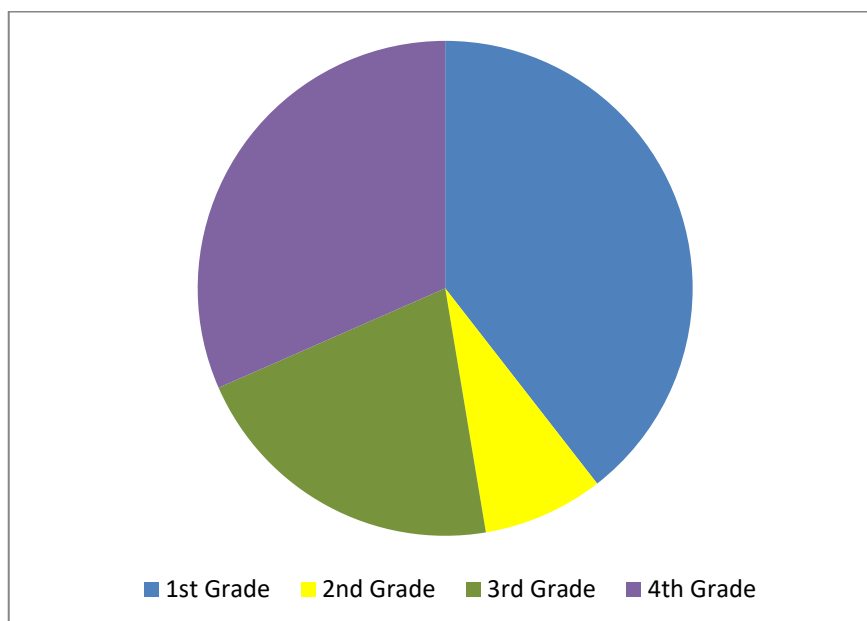


Figure 2

Data of Students of SD Islam Darussalam Rumbia

2. Description of Research Data

The research used classroom action research method. It will occur and concluded in two cycles: cycle I and cycle II. In each cycle consists of two meetings and each meeting takes 2x30 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage and controlling the class, the researcher has made the lesson plan. Thus, the researcher used student centered learning method to increase students' vocabulary mastery.

a. Pre-test Activity

This meeting was conducted on Thursday, September 23rd 2023 at 07.30 until 09.00. The students had already prepared when the

teaching time came. The researcher giving vocabulary test to the fourth graders in SD Islam Darussalam Rumbia. The type of pre-test is vocabulary test in multiple choice questions. In the pre-test process, the giving test in multiple choice questions that consist of simple vocabulary test in order to know to the students' vocabulary mastery. The pre-test results are illustrated in the following table:

Table 3

**The Result of the Pre-Test of Students Vocabulary mastery of
The Fourth Graders at SD Islam Darussalam Rumbia**

No.	Name of Student	Grade	Criteria
1.	AM	60	Incomplete
2.	ALP	70	Complete
3.	AAW	70	Complete
4.	MU	50	Incomplete
5.	MN	50	Incomplete
6.	PA	20	Incomplete
7.	SZH	70	Complete
8.	SLP	20	Incomplete
9.	FAZ	60	Incomplete
10.	IA	50	Incomplete
11.	MH	30	Incomplete
12.	VPK	80	Complete
Total		630	

Average	52,5	
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Based on the pre-test table above, the majority of the students scored less than 70. The maximum score was 80, while the lowest score was 20. The researcher received an average of 52,5 from the pre-test results. The classification of pre-test results based on Minimum Mastery Criteria (MMC) is explained below:

Table 4

The Percentage Result of the Pre-Test Students

Vocabulary Mastery of the Fourth Graders at SD Islam

Darussalam Rumbia

No.	Score	Frequency	Percentage	Explanation
1.	≥ 70	4	33%	Complete
2.	< 70	8	67%	Incomplete
Total		12	100%	

Based on the data acquired above, 4 students received a minimal score, and the other 8 students failed the pre-test. It signified that the students did not get the required minimum score at SD Islam Darussalam and the vocabulary mastery of the student was poor.

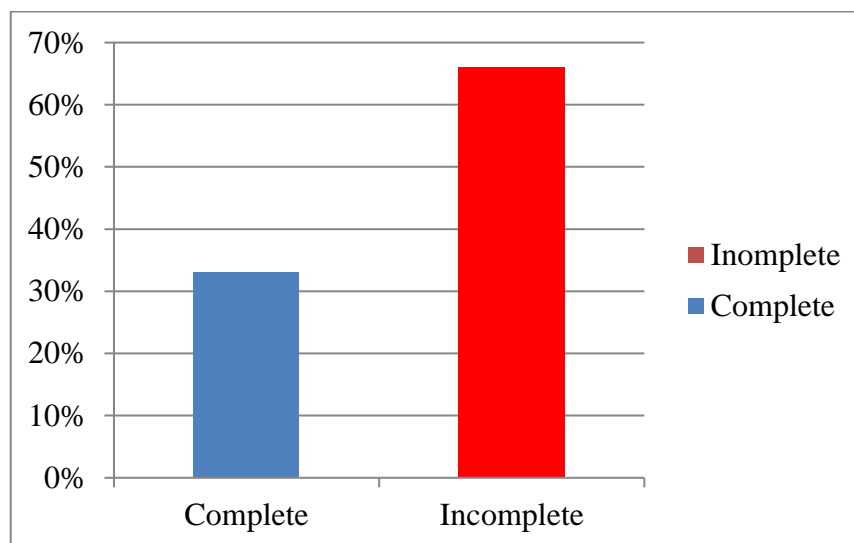


Figure 3

The Percentage of Students Result of Pre-Test

Based on the figure above, only 33% student completed the pre-test and 66% student had incomplete the pre-test. As the result, the researcher employed the teacher centered learning to increase the students vocabulary mastery.

b. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post-test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the student's mastery on given materials.

2) Acting

a) First Meeting

The first meeting was conducted on Saturday, September 30th, 2023 at 08.00 until 09.00. The meeting was started by prayed, greeted, checked the attendance list and asked the students condition. In this stage, the condition of the class was a bit ineffective because the student is still on their way after their routine praying Dhuha. So the researcher try to melting the situation by wait in patience, and when they has arrived the research is start.

For the beginning, the researcher asked the student to praying before the call is started. The researcher then greets the student and asking their condition. While doing that, the researcher is doing an ice breaking by a little sing so the class be a bit contusive. The researcher then ask the student a conversation about animal plant and thing other. But when the researcher asks for the English name of the animal etc. they were spoken down and few answer the question.

After realizing that, researcher starts telling a story about fairytale with the mouse deer as a protagonist and Crocodile as the antagonist. The student was so excited with the story. With this opportunity researcher then asked the student which animal or plant or flower that appear in the story. The students

all excited and start raising their hand while shouting out loud the entire thing that they mention while researcher writing it on the whiteboard.

After that, the researcher then translates what have been written in whiteboard into English and read it while followed by the students. Then student start copying and writing what have in the whiteboard in their own book. After they finished writing, the researcher reviews what have been learned and doing an ice breaking before closing the meeting. Then a researcher greets the student and closes the meeting for the day.

b) Second Meeting

The second meeting is held on Saturday, October 7th, 2023 at 08.00 until 09.00. In this meeting the students were in class on time but there is one student that not coming to school due to sick. At the beginning the researcher starts the class by praying, greeting, taking attendance and doing an ice breaking. In this stage, the students are very conducive and the researcher can start the teaching on schedule.

Continuing with the last meeting, the researching is again tell a story, and now the researcher is bringing a simple media that can support while telling the story. The story now is about the race of tortoise and hare. After the story end, the researcher ask the student to repeat the story that coincidentally they were

very familiar with. One by one student take turns while the researcher writing the name of animal, plant, flower etc. that mentioned by student in whiteboard. After that, the researcher translated it to English language.

After all the students finished writing, the researcher is doing the enrichment which's also the post-test for this cycle with what students have learned in this two meeting. The result of the students test in post-test I was much better than pre-test before, and can be seen in the table below:

Table 5

**The Result of the Post-Test I of Students Vocabulary mastery of
The Fourth Graders at SD Islam Darussalam Rumbia**

No.	Name of Student	Grade	Criteria
1.	AM	70	Incomplete
2.	ALP	80	Complete
3.	AAW	70	Complete
4.	MU	60	Incomplete
5.	MN	60	Incomplete
6.	PA	50	Incomplete
7.	SZH	70	Complete
8.	SLP	40	Incomplete
9.	FAZ	70	Incomplete
10.	IA	60	Incomplete
11.	MH	40	Incomplete
12.	VPK	80	Complete

Total	750	
Average	62,5	

Based on result of post-test 1, it can be seen that result of students' vocabulary mastery's score was various. The maximum possible score was 80, while the lowest possible score was 44. The researcher received an average of 62,5 from the post-test I results.

Table 6

The Percentage Result of The Post-Test I

Students Vocabulary Mastery of SD Islam Darussalam

Rumbia

No.	Score	Frequency	Percentage	Explanation
1.	≥ 70	6	50%	Complete
2.	< 70	6	50%	Incomplete
Total		12	100%	

Based on the data above, there were 6 students received a score of 70 and more based on the Minimum Mastery Criteria (MMC) and 6 students less than Minimum Mastery Criteria.

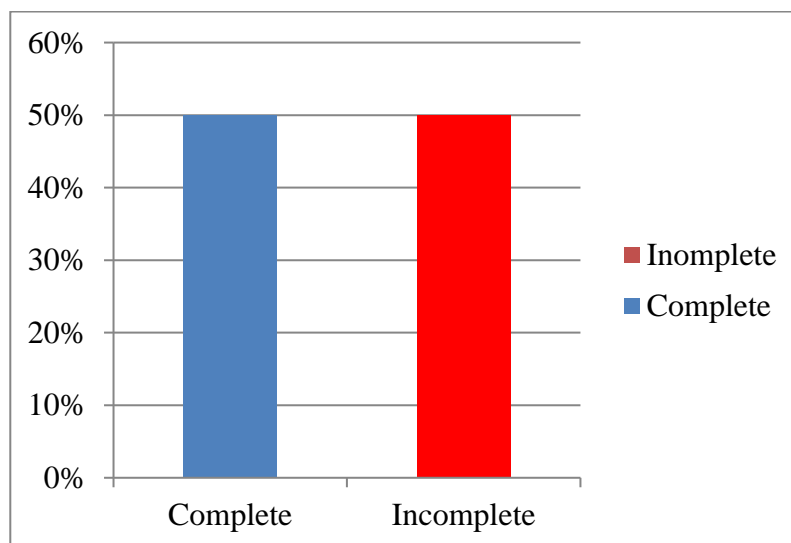


Figure 4

The Percentage of Students Result of Post-Test I

Based on the table that 50% student have reach the complete stage of the post-test I and 50% student still incomplete the post-test I. As the result, the researcher will conduct the next cycle based the improvement. It signified that the students' achievement may have improved enough in cycle I, but it was not enough success.

3) Observing

In observation of researcher action, the researcher observed the students activities. The researcher as a teacher gave material about vocabulary mastery using fairy tale story by teacher centered learning method. While the treatment was being executed, the student activities during the learning process were also being observed by the researcher self. The students who were active

while the learning is conducted would get the point by ticking it on the observation sheet for meeting I and meeting II.

Table 7
The Percentage Result of Observation Sheet of Students at
SD Islam Darussalam Rumbia

No	Students Activity	Frequency	Percentage
1.	Paying attention to the teachers explanation	10	83%
2.	Asking or answering the teachers question	12	100%
3.	Being active in the class	11	92%
4.	Doing the task given by teacher	12	100%
The percentage of students learning activity		93,75%	

Then, the graph of percentage students' activities in cycle I, as follow:

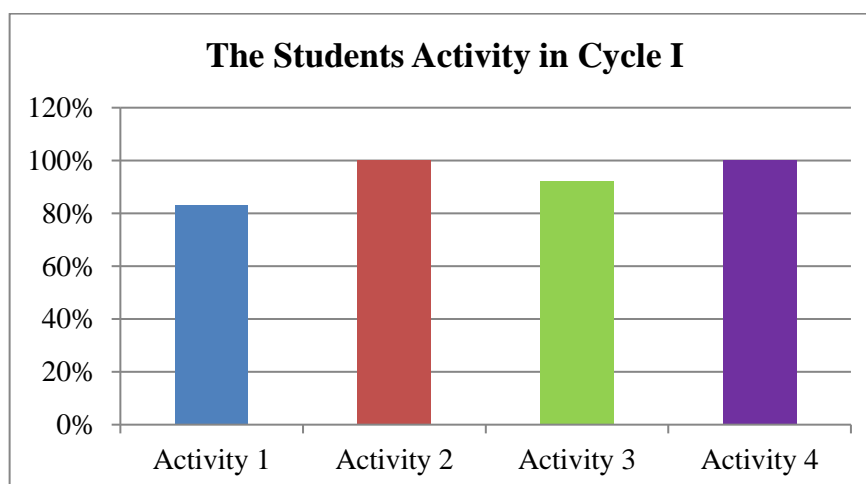


Figure 5

Graph of Students Activities in Cycle 1

The table showed that almost all the students active in learning process. There were 10 students (83%) who gave attention to the teacher explanation. 12 students (100%) who understood the materials, 11 students (92%) who active in the class and 12 students (100%) were able to do the task.

4) Reflecting

The researcher determined that cycle I did function well since the majority of students did meet the Minimum Mastery Criteria (MMC). It was examined using the pre-test and post-test I scores. Despite that cycle I is indeed functioning well, the researcher decide to take another cycle. Furthermore, despite the fact that the learning process was well-controlled, the majority of the students' grades increased.

Based on the result of reflection in cycle I, there were some suggestions to be revised in cycle II, such as:

- a) The teacher should be more assertive and paid more attention in not just the well-graded students in order that the students can achieve the explanation of the material.
- b) The researcher should in around to monitor the students one by one.
- c) The researcher should give more attention to the students who are responsive and tried to gave more attention to students who are irresponsive.

Furthermore, the learning outcome of cycle 1 before and after therapy may be examined in the table below:

Table 8
The Score of Pre-Test and Post-Test I Students Vocabulary
Mastery of SD Islam Darussalam Rumbia

No.	Name of Student	Pre-test score	Post-test Score	Deviation	Explanation
1.	AM	60	70	10	Increase
2.	ALP	70	80	10	Increase
3.	AAW	70	70	-	Constant
4.	MU	50	60	10	Increase
5.	MN	50	60	10	Increase
6.	PA	20	50	30	Increase
7.	SZH	70	70	-	Constant
8.	SLP	20	40	20	Increase
9.	FAZ	60	70	10	Increase
10.	IA	50	60	10	Increase
11.	MH	30	40	10	Increase
12.	VPK	80	80	-	Constant
Total		630	750		
Average		52,5	62,5		

Then, the graph of comparison students reading comprehension pre-test and post-test I grade in cycle I could be seen as follows:

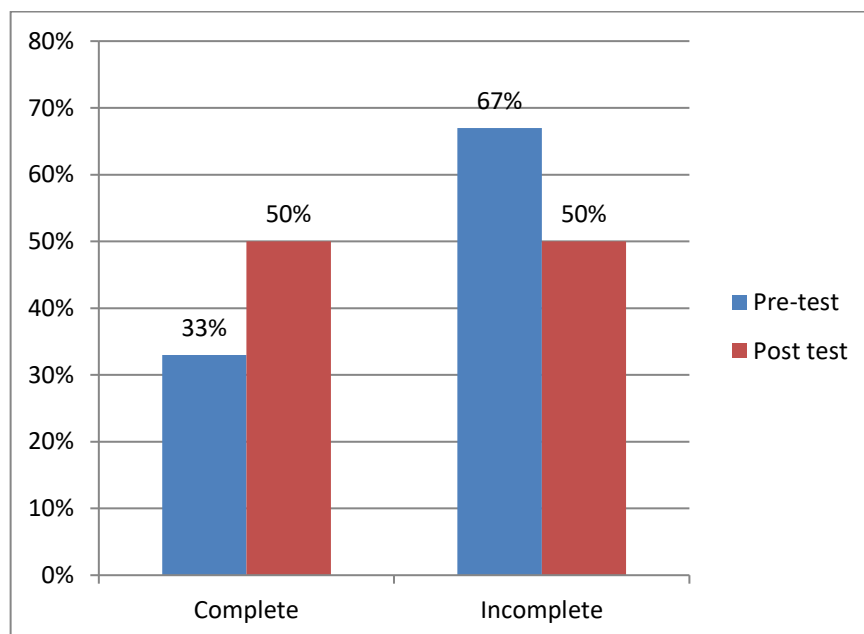


Figure 6

The Comparison of Students Grade on Pre-Test and Post-Test I

In this study, the pre-test and post-test were completed independently. It was intended to assess the students' abilities before and after treatment. It was determined that there was an improvement in the students' result score based on the results of pre-test and posttest I. The pre-test average was 52, while the post-test average was 62,5. Despite an increase in student achievement, cycle I was successful because there are 9 students (75%) completed post-test I. Cycle I was successful since the success indicator was met yet the score is still below the Minimum Mastery Criteria (MMC), and the researcher had to change the teaching and learning method In the following cycle. As a result, this study would be resumed in the following cycle.

c. Cycle II

The action on cycle I can be categorized as successful, but the result is still minor, so the researcher decided to take another cycle. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused and based on the problem occurred in cycle I. There were some weaknesses on cycle I, so the researcher and collaborator planned to give the material for students to increase their vocabulary mastery by using another tactics.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, then identified the problem, and found the causes of problem at the first and the last of learning activities.

2) Acting

a) First meeting

The first meeting was held on Saturday, October 14th, 2023 at 08.00 until 09.00, after the student pray Dhuha. The meeting was started by prayed, greeted, checked the attendance list and asked the students condition. In this meeting, researcher continued the material about vocabulary mastery using fairy tale story.

Before the lesson begin, the researcher, as usual, do an ice breaking to warm up the student and ready to take the lesson. The researcher asks the student about last week meeting about what the English word for a thing or two that have been learned. Then the researcher let the student on their own repeat the story that have told. There was two student that want and confident with himself and take the challenge. The two successes told what the story is about, and the entire class is giving huge applause to them. Then the researcher begin the lesson.

In this stage researcher decide to make another approach in tell the story. The researcher use media tool used by cardboard that cut and formed to resemble the character in the story. The story this time is about the tortoise that wanted to fly in the sky. The researchers tell the story with available media and do an act out once in a while. While doing so, the researcher took a peek on the student expression and their respond about the story.

After the researcher finished the story, the researcher ask the student about the animal and things other that they have heard. Again, all the student is raising their hand and shouting all the thing that catches their attention. While listening, the researcher wrote that entire thing on the whiteboard and then

translating it to English word. After the student finished writing, the researcher with the student read the word that have been wrote in the white board. The meeting is end, the researcher let student to recite pray and close the meeting.

b) Second meeting

The second meeting is held on Saturday, October 21st, 2023. 2023 at 08.00 until 09.00, after the student pray Dhuha. The meeting was started by prayed, greeted, checked the attendance list and asked the students condition. The activity continued by doing some test.

In this stage the researcher invite the student to watch a cartoon film about ant and elephant. The student was so excited in watching the movie. After the movie end, the researcher then ask the student about the name of animal and things other, then the researcher translated it to English, after the student finish writing, the researcher take the test in this cycle. The result of post-test II was better than post test I, that can be seen in table bellow.

Table 9

**The Result of the Post-Test II of Students Vocabulary mastery of
The Fourth Graders at SD Islam Darussalam Rumbia**

No.	Name of Student	Grade	Criteria
1.	AM	80	Incomplete

2.	ALP	90	Complete
3.	AAW	90	Complete
4.	MU	90	Incomplete
5.	MN	70	Incomplete
6.	PA	70	Incomplete
7.	SZH	70	Complete
8.	SLP	60	Incomplete
9.	FAZ	80	Incomplete
10.	IA	60	Incomplete
11.	MH	60	Incomplete
12.	VPK	90	Complete
Total		910	
Average		75,8	

Based on result of post-test 1, it can be result that the score of the students' vocabulary mastery various. The maximum possible score was 90, while the lowest possible score was 60. The researcher received an average of 75,8 from the post-test II results.

Table 10

The Percentage Result of The Post-Test II

Students Vocabulary Mastery of SD Islam Darussalam

Rumbia

No.	Score	Frequency	Percentage	Explanation
1.	≥ 70	9	75%	Complete
2.	< 70	3	25%	Incomplete

Total	12	100%	
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Based on the data above, there were 9 students received a score of 70 and more based on the Minimum Mastery Criteria (MMC) and 3 students less than Minimum Mastery Criteria (MMC). From the post-test II result, the researcher got the average of 75,8.

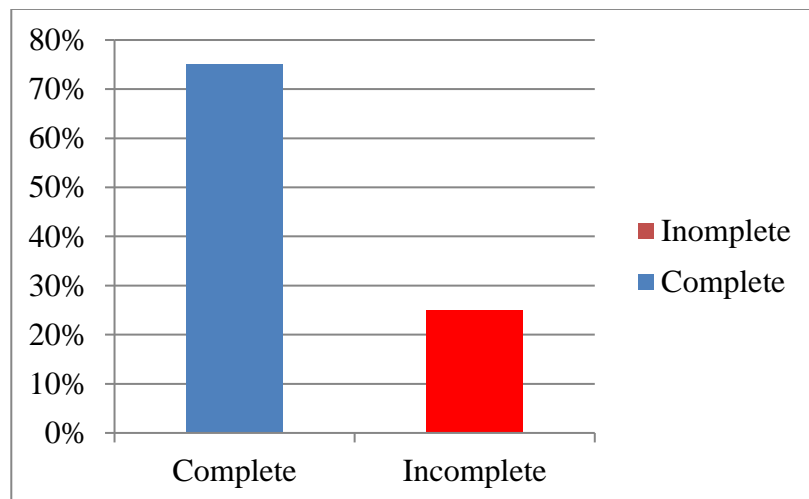


Figure 7

The Percentage of Students Result of Post-Test II

Based on the table that 75% student complete the post-test II and 25% student incomplete the post-test II. It was higher than post-test I in cycle I. It signified that the students' achievement had increased in cycle II, it thoughtfully was successful.

3) Observing

In this step, the researcher presented the material by using some learning media. In the process of learning, there were also four indicators used by the researcher to know the students activities like in learning process previously. Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was a huge success. The result score of students' learning activities observation, as follow:

Table 11

**The Percentage Result of The Observation Sheet of Students at
SD Islam Darussalam Rumbia**

No	Students Activity	Frequency	Percentage
1.	Paying attention to the teachers explanation	12	100%
2.	Asking or answering the teachers question	12	100%
3.	Being active in the class	12	100%
4.	Doing the task given by teacher	12	100%
The percentage of students learning activity		100%	

Then, the graph of percentage students' activities in cycle I, as follow:

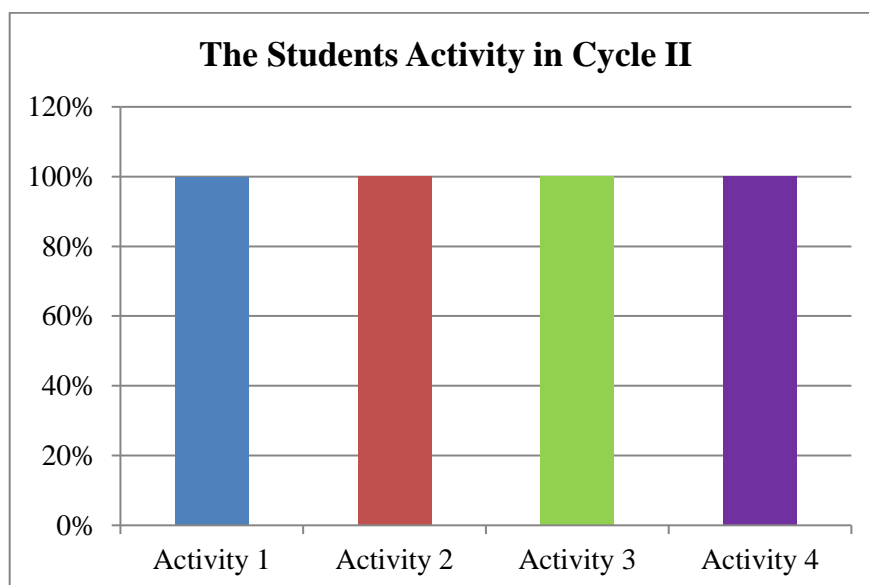


Figure 8

Graph of Students Activities in Cycle II

From the table above, can be seen that all the student is actively participate in every round criteria. There were 12 students (100%) who gave attention to the teacher explanation. 12 students (100%) who understood the materials, 12 students (100%) who active in the class and 12 students (100%) were able to do the task.

4) Reflecting

From the result of learning process in cycle II, the researcher analyzed that by using fairy tale story is effective to Increasing students' vocabulary mastery. At the end of this cycle, the researcher and the collaborator had analyzed and calculated the processes of student's post-test II score. The comparison between

students post-test I and post-test II score could be seen on the following table:

Table 12
The Score of Post-Test I and Post-Test II Students Vocabulary
Mastery of SD Islam Darussalam Rumbia

No.	Name of Student	Post-test I Score	Post-test II Score	Deviation	Explanation
1.	AM	70	80	10	Increase
2.	ALP	80	90	10	Increase
3.	AAW	70	90	20	Increase
4.	MU	60	90	30	Increase
5.	MN	60	70	10	Increase
6.	PA	50	70	20	Increase
7.	SZH	70	70	-	Constant
8.	SLP	40	60	20	Increase
9.	FAZ	70	80	10	Increase
10.	IA	60	60	-	Constant
11.	MH	40	60	20	Increase
12.	VPK	80	90	10	Increase
Total		750	910		
Average		62,5	75,8		

Then, the graph of comparison students reading comprehension pre-test and post-test I grade in cycle I could be seen as follows:

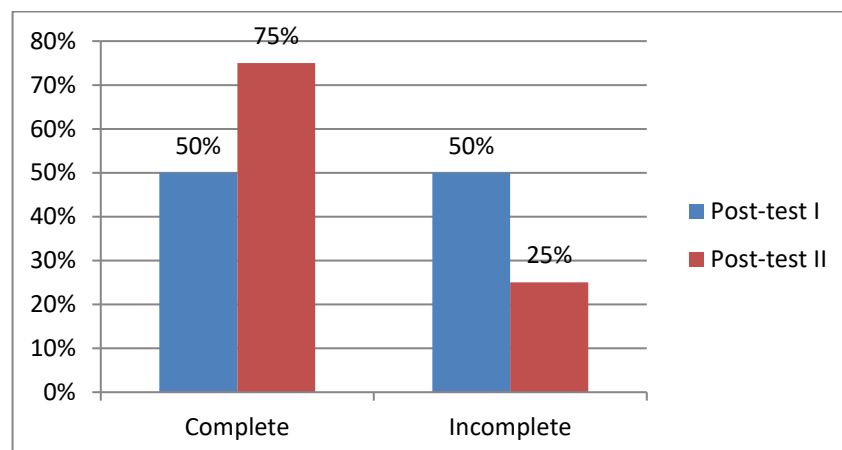


Figure 9

**The Comparison of Students Grade
On Post-Test I and Post-Test II**

From the table above, it can be seen that the scores of the students in post-test II are various. The highest score was 90 and the lowest score is 60. The average score of post-test II was 75,8. Besides, the percentages of students successfulness of post-test II score was 75% or 9 students of the total students passed the passing grade and 25% or 3 students did not pass the passing grade at least 70. It means that the indicator of success of this research had been achieved that was 75% students was gotten score 70. It indicated that the students' vocabulary mastery was Increased.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continue in another cycle, because of the learning process and the product of learning entirely passed the indicators of success. It

means that using the fairy tale story was effective to Increasing students' vocabulary mastery.

B. Discussion

In this situation, the total number of students who achieved the MMC in their reading comprehension ability was 9 students in terms of post-test 2 findings, or 75% of students completed the MMC. As a result, the fairy tale story is able to Increase students their vocabulary mastery. The pre-test average score was 52,5, the post-test 1 average score was 62,5 and the post-test 2 average score was 75,8. Based on that, we can observed that the average score and total of students who passed the test Increased from pre-test to post-test 1 and post-test 2.

Furthermore, the progress seen in terms of learning activities, shows that students are progressing. From cycle I, in terms of their attention to the teacher's explanation (83%), asking and answering questions (100%), being active in class (92%), being able to do the task (100%). And in cycle II in terms of their attention to the teacher's explanation (100%), asking and answering questions (100%), being active in class (100%), being able to do the task (100%).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two whole cycle, the researcher would like to describe the conclusion that vocabulary mastery can be Increased by using fairy tale story of the Fourth graders at SD Islam Darussalam Rumbia.

The treatment that the researcher gave is surely Increase the students' vocabulary mastery. The improvement can be seen since cycle I by post-test was done. Although the improvement is small if compared to the pre-test. The percentage of the complete category is rising. The average score in the pre-test was 52.5, post-test I was 62.5, and post-test II was 75.8.

Fairy tale story can surely Increase learning activity of the fourtt graders at SD Islam Darussalam Rumbia. The students activity in the implementation of cycle I and cycle II was clearly immersive. It means that fairy tale story can Increase the students' activeness in learning process.

B. Suggestion

1. For the teacher

Fairy tale story is one of media that can effectively influence the process of learning English that teachers can use to the students to make it

easy to understand learning material.

2. For the students

The student can be interested and motivated in learning English, especially to understand in English vocabulary.

3. For the principal

Fairy tale story could also be used in other subjects not only in English to support the learning process.

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APPENDICES

SILABUS PEMBELAJARAN

Sekolah	: SD Islam Darussalam
Kelas	: IV (Empat)
Mata Pelajaran	: BAHASA INGGRIS
Semester	: 1 (Satu)

KOMPETENSI INTI

KI-1 Menerima dan menjalankan perbedaan sesama teman.

KI-2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru dan tetangga.

KI-3 Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah.

KI-4 Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

Kompetensi Dasar	Indikator	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Memahami kata, frasa, dan kalimat yang berkaitan dengan <i>Fairy Tale Story</i> .	3.1.1 Mengetahui kosakata bahasa Inggris yang berkaitan dengan <i>Fairy Tale Story</i> . 3.1.2 Mengidentifikasi hal penting yang terdapat dalam <i>Fairy Tale Story</i> . 3.1.3 Menganalisis soal kosakata berkaitan tentang <i>Fairy Tale Story</i> . 4.1.1. Menyajikan kosakata tentang <i>Fairy Tale Story</i> . 4.1.2. Menampilkan	<ul style="list-style-type: none"> • Task. • Vocabulary 	<ul style="list-style-type: none"> • Menonton film <i>Fairy Tale Story</i>. • Mengenal kosakata dalam film <i>Fairy Tale Story</i>. • Menyelesaikan soal- soal tentang <i>Fairy Tale Story</i>. 	Pengetahuan : <i>(Assessment with multiple choice)</i> <ul style="list-style-type: none"> • Mengetahui kosakata dalam film <i>Fairy Tale Story</i>. • Pengucapan siswa mengucapkan kosakata bahasa Inggris dengan jelas 	8x30 menit	<ul style="list-style-type: none"> • Buku teks yang relevan. • Internet (https://www.youtube.com/@FairyTalesIndonesian)

<p>4.1 Menyajikan penggunaan kata, frasa, dan kalimat yang tepat tentang <i>Fairy Tale Story</i>.</p>	<p>hal- hal penting dalam film <i>Fairy Tale Story</i>. 4.1.3. Menyelesaikan soal latihan kosakata tentang <i>Fairy Tale Story</i>.</p>					
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Mengetahui,
Kepala SD Islam Darussalam



SAMSUL ARIFIN, S.Pd.I
NIP

Rumbia, September 2023
Guru Mata Pelajaran

CIKAL HEDI NUGRAHA
NIP

**RANCANGAN PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SD Islam Darussalam
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IV (Empat)/Ganjil
Materi Pokok : Vocabulary
Tahun Pelajaran : 2023/2024
Alokasi Waktu : 4 JP (2x30menit)

A. Tujuan Pembelajaran

1. Mengidentifikasi kosakata lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, bangunan publik dan kosa kata yang dekat dengan lingkungan kehidupan siswa sehari-hari.

B. Langkah-langkah Pembelajaran

Pertemuan pertama

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Siswa melakukan salam pembuka dan berdoa 2. Memeriksa kehadiran siswa sebagaisikap disiplin 3. Memberitahukan pokok bahasan dantujuan materi yang akan dibahas pada pertemuan ini 	5 menit
Inti	<ol style="list-style-type: none"> 1. Mengamati <ul style="list-style-type: none"> • Siswa bersama-sama mengamati film tentang <i>Fairy Tale Story</i> 2. Pertanyaan <ul style="list-style-type: none"> • Siswa mengajukan pertanyaan tentang <i>Fairy Tale Story</i> 3. Menjelajahi <ul style="list-style-type: none"> • Siswa mengamati setiap benda (hewan, tumbuhan dan benda di lingkungan) yang ada dalam film tentang <i>Fairy Tale Story</i> • Siswa menyebutkan setiap benda (hewan, tumbuhan dan benda di 	50 menit

	<p>lingkungan) yang mereka tahu yang ada dalam film <i>Fairy Tale Story</i>.</p> <ul style="list-style-type: none"> Siswa menuliskan setiap benda (hewan, tumbuhan dan benda di lingkungan) yang mereka tahu yang ada dalam film <i>Fairy Tale Story</i>. <p>4. Mengasosiasi</p> <ul style="list-style-type: none"> Siswa secara kelompok mengartikan setiap benda (hewan, tumbuhan dan benda di lingkungan) yang ada dalam film <i>Fairy Tale Story</i> yang mereka tahu ke dalam bahasa inggris. <p>5. Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mempresentasikan hasil kerja mereka. 	
Penutup	<ol style="list-style-type: none"> Siswa dan guru membuat rangkuman kegiatan pembelajaran Siswa membaca doa dan mengucapkan salam penutup 	5 menit

Pertemuan Kedua

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> Siswa melakukan salam pembuka dan berdoa Memeriksa kehadiran siswa sebagaisikap disiplin Memberitahukan pokok bahasan dantujuan materi yang akan dibahas pada pertemuan ini 	5 menit
Inti	<ol style="list-style-type: none"> Mengamati <ul style="list-style-type: none"> Siswa bersama-sama mengamati film tentang <i>Fairy Tale Story</i> Pertanyaan <ul style="list-style-type: none"> Siswa mengajukan pertanyaan tentang <i>Fairy Tale Story</i> 	50 menit

	<p>3. Menjelajahi</p> <ul style="list-style-type: none"> • Siswa mengamati setiap benda (hewan, tumbuhan dan benda di lingkungan) yang ada dalam film tentang <i>Fairy Tale Story</i> • Siswa menyebutkan setiap benda (hewan, tumbuhan dan benda di lingkungan) yang mereka tahu yang ada dalam film <i>Fairy Tale Story</i>. • Siswa menuliskan setiap benda (hewan, tumbuhan dan benda di lingkungan) yang mereka tahu yang ada dalam film <i>Fairy Tale Story</i>. <p>4. Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa secara kelompok mengartikan setiap benda (hewan, tumbuhan dan benda di lingkungan) yang ada dalam film <i>Fairy Tale Story</i> yang mereka tahu ke dalam bahasa Inggris. <p>5. Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mempresentasikan hasil kerja mereka. 	
Penutup	<p>1. Siswa dan guru membuat rangkuman kegiatan pembelajaran</p> <p>2. Siswa membaca doa dan mengucapkan salam penutup</p>	5 menit

C. Penilaian

No.	Skor	Kriteria
1.	90 – 100	Unggul : kosa kata serta detail informasi mengenai tugas yang diberikan tersampaikan dengan baik dan akurat.

2.	70 – 89	Baik : kosa kata serta detail informasi mengenai tugas yang diberikan tersampaikan tetapi tidak memadai dan/atau tidak akurat.
3.	50 – 69	Rata-rata : kosa kata serta detail informasi mengenai tugas yang diberikan kurang tersampaikan tetapi tidak memadai dan/atau tidak akurat.
4.	30 – 49	Cukup : respon tidak memberikan kosakata serta detail informasi mengenai tugas yang diberikan sehingga tidak tersampaikan dan/atau tidak akurat.

D. Penilaian Sikap

1. Penilaian sikap.
2. Penilaian pengetahuan.
3. Penilaian keterampilan

Mengetahui,
Kepala SD Islam Darussalam



SAMSUL ARIFIN, S.Pd.I
NIP

Metro, September 2023
Mahasiswa



CIKAL HEDI NUGRAHA

**RANCANGAN PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SD Islam Darussalam
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IV (Empat)/Ganjil
Materi Pokok : Vocabulary
Tahun Pelajaran : 2023/2024
Alokasi Waktu : 4 JP (2x30menit)

E. Tujuan Pembelajaran

4. Mengidentifikasi kosakata lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, bangunan publik dan kosa kata yang dekat dengan lingkungan kehidupan siswa sehari-hari.

F. Langkah-langkah Pembelajaran

Pertemuan pertama

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Siswa melakukan salam pembuka dan berdoa 2. Memeriksa kehadiran siswa sebagaisikap disiplin 3. Memberitahukan pokok bahasan dantujuan materi yang akan dibahas pada pertemuan ini 	5 menit
Inti	<ol style="list-style-type: none"> 1. Mengamati <ul style="list-style-type: none"> • Siswa bersama-sama mengamati film tentang <i>Fairy Tale Story</i> 2. Pertanyaan <ul style="list-style-type: none"> • Siswa mengajukan pertanyaan tentang <i>Fairy Tale Story</i> 3. Menjelajahi <ul style="list-style-type: none"> • Siswa mengamati setiap benda (hewan, tumbuhan dan benda di lingkungan) yang ada dalam film tentang <i>Fairy Tale Story</i> • Siswa menyebutkan setiap benda (hewan, tumbuhan dan benda di 	50 menit

	<p>lingkungan) yang mereka tahu yang ada dalam film <i>Fairy Tale Story</i>.</p> <ul style="list-style-type: none"> Siswa menuliskan setiap benda (hewan, tumbuhan dan benda di lingkungan) yang mereka tahu yang ada dalam film <i>Fairy Tale Story</i>. <p>4. Mengasosiasi</p> <ul style="list-style-type: none"> Siswa secara kelompok mengartikan setiap benda (hewan, tumbuhan dan benda di lingkungan) yang ada dalam film <i>Fairy Tale Story</i> yang mereka tahu ke dalam bahasa inggris. <p>5. Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mempresentasikan hasil kerja mereka. 	
Penutup	<ol style="list-style-type: none"> Siswa dan guru membuat rangkuman kegiatan pembelajaran Siswa membaca doa dan mengucapkan salam penutup 	5 menit

Pertemuan Kedua

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> Siswa melakukan salam pembuka dan berdoa Memeriksa kehadiran siswa sebagaisikap disiplin Memberitahukan pokok bahasan dantujuan materi yang akan dibahas pada pertemuan ini 	5 menit
Inti	<ol style="list-style-type: none"> Mengamati <ul style="list-style-type: none"> Siswa bersama-sama mengamati film tentang <i>Fairy Tale Story</i> Pertanyaan <ul style="list-style-type: none"> Siswa mengajukan pertanyaan tentang <i>Fairy Tale Story</i> 	50 menit

	<p>3. Menjelajahi</p> <ul style="list-style-type: none"> • Siswa mengamati setiap benda (hewan, tumbuhan dan benda di lingkungan) yang ada dalam film tentang <i>Fairy Tale Story</i> • Siswa menyebutkan setiap benda (hewan, tumbuhan dan benda di lingkungan) yang mereka tahu yang ada dalam film <i>Fairy Tale Story</i>. • Siswa menuliskan setiap benda (hewan, tumbuhan dan benda di lingkungan) yang mereka tahu yang ada dalam film <i>Fairy Tale Story</i>. <p>4. Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa secara kelompok mengartikan setiap benda (hewan, tumbuhan dan benda di lingkungan) yang ada dalam film <i>Fairy Tale Story</i> yang mereka tahu ke dalam bahasa Inggris. <p>5. Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mempresentasikan hasil kerja mereka. 	
Penutup	<p>1. Siswa dan guru membuat rangkuman kegiatan pembelajaran</p> <p>2. Siswa membaca doa dan mengucapkan salam penutup</p>	5 menit

G. Penilaian

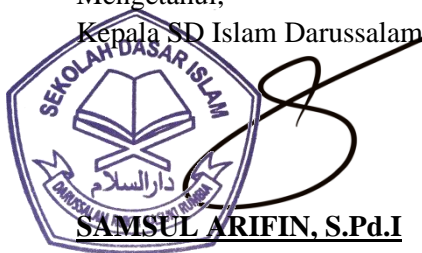
No.	Skor	Kriteria
1.	90 – 100	Unggul : kosa kata serta detail informasi mengenai tugas yang diberikan tersampaikan dengan baik dan akurat.

2.	70 – 89	Baik : kosa kata serta detail informasi mengenai tugas yang diberikan tersampaikan tetapi tidak memadai dan/atau tidak akurat.
3.	50 – 69	Rata-rata : kosa kata serta detail informasi mengenai tugas yang diberikan kurang tersampaikan tetapi tidak memadai dan/atau tidak akurat.
4.	30 – 49	Cukup : respon tidak memberikan kosakata serta detail informasi mengenai tugas yang diberikan sehingga tidak tersampaikan dan/atau tidak akurat.

H. Penilaian Sikap

1. Penilaian sikap.
2. Penilaian pengetahuan.
3. Penilaian keterampilan

Mengetahui,
Kepala SD Islam Darussalam



SAMSUL ARIFIN, S.Pd.I
NIP

Metro, September 2023
Mahasiswa



CIKAL HEDI NUGRAHA

PRE-TEST

Berilah tanda silang (x) pada lembar jawaban yang tersedia

1. “kelinci” dalam bahasa inggris
artinya?

- a. Rabbit
- b. Cow
- c. Cat



2.

What is this animal?

- a. Rabbit
- b. Cow
- c. Cat

3. Kita akan belanja besok.
Kata yang bergaris bawah dalam
bahasa inggris artinya?

- a. Tomorrow
- b. Yesterday
- c. Today

4. Dany : “what fruit do you
like?”

Mary : “I like.....”

- a. Mango
- b. Rice
- c. Chocolate

5. What color is banana?

- a. Green
- b. Yellow
- c. Blue

6. What is the color of melon?

- a. Yellow
- b. Green
- c. Purple

7. Saya tidak suka makan apel.
Buah dalam kalimat di atas dalam
bahasa inggris adalah?

- a. Orange
- b. Grape
- c. Apple

8. Buah kesukaan monyet
adalah?

- a. Apple
- b. Orange
- c. Banana

9. Langit yang cerah berwarna?

- a. Red
- b. Yellow
- c. Blue

10.



Hewan yang ada di atas adalah?


- a. Mouse deer
- b. Buffalo
- c. Elephant

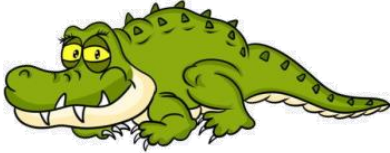
POST-TEST I

Berilah tanda silang (x) pada lembar jawaban yang tersedia

Artikan gambar berikut ke dalam


Bahasa Inggris!

1.  a. Bird
b. Buffalo
c. Mouse deer

2.  a. Crocodile
b. Fish
c. Chicken

3.  a. Tiger
b. Buffalo
c. Rabbit

4.  a. Rabbit
b. Turtle
c. Tiger

5.  a. Frog
b. Bull
c. Turtle

6. Kelinci sangat suka makan....?
a. Apple
b. Carrot
c. Cucumber

7. “Kura-kura tidak berhenti **berlari**.”

Kata yang bergaris bawah artinya...?

- a. Walk
b. Sleep
c. Run

8. “Sang kancil lalu mulai berfikir bagaimana cara untuk menyebrangi sungai.”

Kata yang bergaris bawah artinya...?

- a. River
- b. Tree
- c. House

9. “Dibawah pohon yang rindang itu sang kelinci tertidur pulas”

Kata yang bergaris bawah artinya...?

- a. River
- b. Tree
- c. House

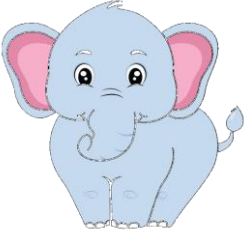

10. Terdengar suara tembakan dari para pemburu.

Kata yang bergaris bawah artinya...?

- a. Hunter
- b. Teacher
- c. Father

POST-TEST II

Berilah tanda silang (x) pada lembar jawaban yang tersedia!

-
1. “**Kura-kura** melepas gigitannya karena terlalu gembira hingga lupa akan perkataan sang kancil”
Hewan yang bergaris bawah dalam bahasa Inggris adalah...?
a. Tortoise
b. Rabbit
c. Swan
2. “Terbang di **langit** adalah impiannya”
Kata yang bergaris bawah dalam bahasa Inggris artinya...?
a. Lake
b. River
c. Sky
3. 
Hewan diatas bernama..?
a. Mouse
b. Elephant
c. Tiger
4. “kawanan **semut** setuju dengan usulan sang kancil”
Yang bergaris bawah dalam bahasa Inggris adalah..?
a. Ant
b. Butterfly
c. Mouse
5. Apakah arti dalam bahasa Inggris kata “**hutan**”..?
a. Tree
b. Lake
c. Forrest
6. 
Hewan diatas dalam Bahasa Inggris artinya...?
a. Swan
b. Chicken
c. Hare
7. “Gajah menggunakan **batang kayu** untuk melawan para semut.”
Kata bergaris bawah artinya...?
a. Branch
b. Log
c. Leaves
8. “Dengan bantuan **cabang** pohon, sang kura-kura pun dapat terbang.”
Kata bergaris bawah dalam Bahasa Inggris artinya...?
a. Branch
b. Log
c. Leaves

9.



Hewan diatas dalam Bahasa Inggris adalah...?

- a. Elephant
- b. Monkey
- c. Ant

10. Kata “**racun**” dalam Bahasa Inggris artinya adalah...?

- a. Potion
- b. Venom
- c. Health

ANSWER OF PRE-TEST STUDENT

ANSWER SHEET OF PRE TEST

NAME : فريدة أمينة زهيره
CLASS : 4

PLEASE GIVE THE CROSS (x) TO THE RIGHT ANSWER

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

ANSWER SHEET OF PRE TEST

NAME : أمينة أمينة أمينة
CLASS : 4

PLEASE GIVE THE CROSS (x) TO THE RIGHT ANSWER

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

ANSWER OF POST-TEST I STUDENT

ANSWER SHEET OF POST-TEST I

NAME : *mamdu*
CLASS : *4*

PLEASE GIVE THE CROSS (x) TO THE RIGHT ANSWER

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

B: *7* 70

ANSWER SHEET OF POST-TEST I

NAME : *ratin*
CLASS : *4*

PLEASE GIVE THE CROSS (x) TO THE RIGHT ANSWER

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

B: *6* 60

ANSWER OF POST-TEST II STUDENT

ANSWER SHEET OF POST-TEST II

NAME : ALBY
 CLASS : 9

PLEASE GIVE THE CROSS (x) TO THE RIGHT ANSWER

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

B:9 90

ANSWER SHEET OF POST-TEST II

NAME : Yona Putri Bahila
 CLASS : 9

PLEASE GIVE THE CROSS (x) TO THE RIGHT ANSWER

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

B:9 90

KEY ANSWER OF PRE-TEST

1. A
2. C
3. A
4. A
5. B
6. B
7. C
8. C
9. C
10. B

KEY ANSWER OF PRE-TEST

1. C
2. A
3. B
4. A
5. C
6. B
7. C
8. A
9. B
10. A

KEY ANSWER OF PRE-TEST

1. A
2. C
3. B
4. A
5. C
6. A
7. B
8. A
9. C
10. B

The Student's Learning Activities Observation in Cycle 1

No.	Name of Student	The Aspects That Are Observed			
		Paying Attention on Teacher's Explanation	Asking and Answering The Question	Being Active In Whole Activeness	Being Able To Do The Task
1.	AM	✓	✓	✓	✓
2.	ALP	✓	✓	✓	✓
3.	AAW		✓	✓	✓
4.	MU	✓	✓	✓	✓
5.	MN	✓	✓	✓	✓
6.	PA	✓	✓	✓	✓
7.	SZH	✓	✓	✓	✓
8.	SLP	✓	✓	✓	✓
9.	FAZ	✓	✓	✓	✓
10.	IA		✓		✓
11.	MH	✓	✓	✓	✓
12.	VPK	✓	✓	✓	✓
TOTAL		10	12	11	12

Note:

- Tick (✓) for each positive activity

- Percentage of student's activities

- The students pay attention of teacher's explanation= 83%
- The students ask and answer question= 100%
- The students are active in class= 92%
- The students are able to do the task= 100%

The Student's Learning Activities Observation in Cycle 2

No.	Name of Student	The Aspects That Are Observed			
		Paying Attention on Teacher's Explanation	Asking and Answering The Question	Being Active In Whole Activeness	Being Able To Do The Task
1.	AM	✓	✓	✓	✓
2.	ALP	✓	✓	✓	✓
3.	AAW	✓	✓	✓	✓
4.	MU	✓	✓	✓	✓
5.	MN	✓	✓	✓	✓
6.	PA	✓	✓	✓	✓
7.	SZH	✓	✓	✓	✓
8.	SLP	✓	✓	✓	✓
9.	FAZ	✓	✓	✓	✓
10.	IA	✓	✓	✓	✓
11.	MH	✓	✓	✓	✓
12.	VPK	✓	✓	✓	✓
TOTAL		12	12	12	12

Note:

- Tick (✓) for each positive activity

- Percentage of student's activities

- The students pay attention of teacher's explanation= 100%
- The students ask and answer question= 100%
- The students are active in class= 100%
- The students are able to do the task= 100%

DOCUMENTATION

PRE-TEST



DOCUMENTATION

POST-TEST I



DOCUMENTATION**POST-TEST II**

29/11/21 07.42

IZIN PRASURVEY



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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

Nomor : B-4709/In.28/J/TL.01/11/2021
 Lampiran : -
 Perihal : **IZIN PRASURVEY**

Kepada Yth.,
 KEPALA SD ISLAM DARUSSALAM
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **CIKAL HEDI NUGRAHA**
 NPM : 1701070076
 Semester : 9 (Sembilan)
 Jurusan : Tadris Bahasa Inggris
 Judul : THE INFLUENCE OF USING FAIRY TALE STORY
 TOWARD STUDENT VOCABULARY OF FOURTH
 GRADE AT SD ISLAM DARUSSALAM RUMBIA

untuk melakukan prasurvey di SD ISLAM DARUSSALAM, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 22 November 2021
 Ketua Jurusan,



Andianto M.Pd
 NIP 19871102 201503 1 004



PEMERINTAH KABUPATEN LAMPUNG TENGAH
UPTD SATUAN PENDIDIKAN
SD ISLAM DARUSSALAM RUMBIA
NPSN: 70012519



Jln. Rukti Basuki Dusun II, Kec. Rumbia, Lampung Tengah, Provinsi Lampung.

No : 421.2/012.11/SD.ID/XI/2021
Lampiran : -
Perihal : Pemberian Izin Pra Survey

Kepada Yth,
Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan
Di -
Metro

Dengan hormat,

Berdasarkan Surat Izin Pra Survey dari Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro Nomor : B-4709/In.28/J/TL.01/11/2021 tanggal 22 November 2021, dengan ini Kepala UPTD Satuan Pendidikan SD Islam Darussalam Rumbia Kabupaten Lampung Tengah memberikan izin kepada :

Nama : Cikal Hedi Nugraha
NPM : 1701070076
Jurusan : Tadris Bahasa Inggris
Faakultas : Tarbiyah dan Ilmu Keguruan

Untuk mengadakan Pra Survey di SD Islam Darussalam Rumbia Kabupaten Lampung Tengah dalam rangka menyelesaikan Tugas akhir/Skripsi dengan judul *"THE INFLUENCE OF USING FAIRY TALE STORY TOWARD STUDENT VOCABULARY OF FOURTH GRADE AT SD ISLAM DARUSSALAM RUMBIA"*.

Demikianlah surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Rumbia, 26 November 2021

Kepala UPTD Satuan Pendidikan
SD Islam Darussalam Rumbia



SAMSUL ARIFIN, S. Pd. I.

NIP



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INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

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

Nama : Cikal Hedi Nugraha
NPM : 1701070076

Jurusan : TBI
Semester : XII

No	Hari/ Tanggal	Pembimbing I	Materi yang dikonsultasikan	Tanda Tangan Dosen
	28/03/2023	✓	- Complete chapter 1, 2, 3 - Proof the address of references	
	11/04/2023	✓	- Correction of thesis title - ACC forward to seminar	

Mengetahui
Ketua Jurusan TBI

Andjanto, M.Pd
NIP.198711022015031004

Dosen Pembimbing

Andjanto, M.Pd
NIP.198711022015031004



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INSTITUT AGAMA ISLAM NEGERI METRO
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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Nama : Cikal Hedi Nugraha
NPM : 1701070076

Jurusan : TBI
Semester : XII

No	Hari/ Tanggal	Pembimbing I	Materi yang dikonsultasikan	Tanda Tangan mahasiswa
1				
2				
3				
4			<i>Dr. Much Deiniatur</i>	

Mengetahui
Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.BI
NIP.198803082015031006

Dosen Pembimbing

Dr. Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014



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INSTITUT AGAMA ISLAM NEGERI METRO
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Cikal Hedi Nugraha
NPM : 1701070076

Jurusan : TBI
Semester : XIII

No	Hari/ Tanggal	Pembimbing I	Materi yang dikonsultasikan	Tanda Tangan mahasiswa
	Kamis 05-10-2023		Dr. Ahmad Subhan Roza	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871022015031004

Dosen Pembimbing

Dr. Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

05/10/23, 07.39

Bimbingan Skripsi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Nomor : B-4508/In.28.1/J/TL.00/09/2023
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Andianto (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **CIKAL HEDI NUGRAHA**
NPM : 1701070076
Semester : 13 (Tiga Belas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : INCREASING STUDENTS VOCABULARY MASTERY BY USING FAIRY TALE STORY OF FOURTH GRADE AT SD ISLAM DARUSSALAM RUMBIA

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, 21 September 2023

Ketua Jurusan,



Andianto M.Pd

20/12/23, 07.32

IZIN RESEARCH



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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 Perihal : **IZIN RESEARCH**

Kepada Yth.,
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 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4816/In.28/D.1/TL.01/10/2023, tanggal 13 Oktober 2023 atas nama saudara:

Nama : **CIKAL HEDI NUGRAHA**
 NPM : 1701070076
 Semester : 13 (Tiga Belas)
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SD ISLAM DARUSSALAM bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SD ISLAM DARUSSALAM, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING STUDENTS VOCABULARY MASTERY BY USING FAIRY TALE STORY OF THE FOURTH GRADE AT SD ISLAM DARUSSALAM RUMBIA".

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

Wassalamu'alaikum Wr. Wb.

Metro, 13 Oktober 2023
 Wakil Dekan Akademik dan
 Kelembagaan,



Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003

20/12/23, 07.33

SURAT TUGAS



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SURAT TUGAS

Nomor: B-4816/In.28/D.1/TL.01/10/2023

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

Nama : **CIKAL HEDI NUGRAHA**
NPM : 1701070076
Semester : 13 (Tiga Belas)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SD ISLAM DARUSSALAM, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING STUDENTS VOCABULARY MASTERY BY USING FAIRY TALE STORY OF THE FOURTH GRADE AT SD ISLAM DARUSSALAM RUMBIA".
 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 : 13 Oktober 2023

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Mengetahui,
Pejabat Setempat


SAMUL ARPIN, S.Pd.1


PEMERINTAH KABUPATEN LAMPUNG TENGAH
UPTD SATUAN PENDIDIKAN
SD ISLAM DARUSSALAM RUMBIA
Jln. Rukti Basuki Dusun II, Kec. Rumbia, Lampung Tengah, Provinsi Lampung.


No : 421.2/012.11SD.ID/X/2023
 Lampiran : -
 Perihal : Pemberian Izin Research

Kepada Yth.
 Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan
 Di -
 Metro

Assalamualaikum wr. Wb.

Berdasarkan Surat Izin Research dari Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro Nomor : B-4815/In.28/D.1/TL.00/10/2023 tanggal 23 Oktober 2023, dengan ini Kepala UPTD Satuan Pendidikan SD Islam Darussalam Rumbia Kabupaten Lampung Tengah memberikan izin kepada :

Nama : Cikal Hedi Nugraha
 NPM : 1701070076
 Jurusan : Tadris Bahasa Inggris
 Faakultas : Tarbiyah dan Ilmu Keguruan

Untuk mengadakan Penelitian di SD Islam Darussalam Rumbia Kabupaten Lampung Tengah dalam rangka menyelesaikan Tugas akhir/Skripsi dengan judul "*INCREASING STUDENTS VOCABULARY MASTERY BY USING FAIRY TALE STORY OF THE FOURTH GRADE AT SD ISLAM DARUSSALAM RUMBIA*".

Demikianlah surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Rumbia, 25 Oktober 2023
 Kepala UPTD Satuan Pendidikan
 SD Islam Darussalam Rumbia



SAMSUL ARIFIN, S. Pd. I.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1469/In.28/S/U.1/OT.01/12/2023**

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

Nama : Cikal Hedi Nugraha
NPM : 1701070076
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1701070076

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, 18 Desember 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

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Cikal Hedi Nugraha
NPM : 1701070076
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 19 Desember 2023

Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 1988308 201503 1 006

AN UNDRGRADUATE THESIS

**INCREASING STUDENTS VOCABULARY MASTERY
BY USING FAIRY TALE STORY OF THE FOURTH GRADE
AT SD ISLAM DARUSSALAM RUMBIA**

By:

**CIKAL HEDI NUGRAHA
Student Number: 1701070076**



**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H / 2021 M**

CIKAL HEDI NUGRAHA
1701070076 (INCREASING
STUDENTS VOCABULARY
MASTERY BY USING FAIRY TALE
STORY OF THE FOURTH GRADE
AT SD ISLAM DARUSSALAM
RUMBIA)

by Munaqosyah TBI

Submission date: 21-Dec-2023 09:53AM (UTC+0700)

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CIKAL HEDI NUGRAHA 1701070076 (INCREASING STUDENTS VOCABULARY MASTERY BY USING FAIRY TALE STORY OF THE FOURTH GRADE AT SD ISLAM DARUSSALAM RUMBIA)

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The writer's name is Cikal Hedi Nugraha. He was born in Branti, July 13th, 1999. He is the first of three children from the married couple of Mr. Rusyana and Mrs. Lena Noviana. He graduated from SDN 1 Rukti Basuki in 2011. He continued his studies at SMPN 1 Rumbia and graduated in 2014. After that he continued his studies at SMAN 1 Rumbia and graduated in 2017. In 2017 he continued his studies as an undergraduate student at the Department of English Education, The State Institute for Islamic Studies (IAIN) of Metro